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ABSTRACT

One of the programs included in "Effective Reading Programs..." is program, begun in 1971, serves 2000 children in grades 1-4. The program staff has developed a Reading Skills Station notebook, indexed to a criterion-referenced test system, that identifies and describes specific reading skills and suggests over 150 game-like activities that reinforce each skill. Most of the activities require minimal preparation easily handled by a volunteer. The notebook also includes directions for arranging skill centers in the classroom. The staff has also organized Reading Skill Cards, which are indexed to all available materials in the district. The combined project staff and school staff focus on providing demonstration school children with a reading skills period for 30 minutes a day, four days a week, for nine weeks. Teachers who are not trained in one of the demonstration schools participate in off-hour inservice sessions that cover much of the same information provided to the demonstration school staffs. Teachers attempt to make reading a reinforcement in itself by encouraging children to read freely and independently when time allows. Some reinforce with tokens.
(TO/AIR)

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Comprehensive Client-Centered Basic Skills Center

(Project BASIC Reading)

Cedar Rapids, Iowa

In early 1970, the Cedar Rapids Public Schools formed a Primary Reading Task Force to conduct an in-depth investigation aimed at the improvement of pupil reading skills. The results of the Task Force's efforts pointed directly to the need for a districtwide staff development project in order to provide teachers intensive training in the teaching of reading. Title III, ESEA, furnished the means through which this need became a reality.

Teacher Most Important Factor

In their review of reading research, the Task Force found that in general the classroom teacher is the single most important factor in whether, and how well, a child learns to read, (Chall, 1966). More specifically:

- (1) Teachers must be acquainted with present methods and materials for teaching reading, since no one method works for all children. (Bond and Dykstra, 1967)
- (2) Teaching should be carried on by enthusiastic teachers trained in identifying reading skills and in matching problems with appropriate techniques and materials. (Bond, 1970)
- (3) Training teachers in motivational techniques can increase school achievement. (Horn, 1965)

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Specific courses in the teaching of reading appeared in the credentials of only one-third of the Cedar Rapids teachers with less than two years of experience who were teaching reading in grades one through four.

Recognizing the need for teacher training in methods, materials and motivational techniques, the Task Force saw that one additional element was missing. Where could the teacher get the time and help to translate theory into practice? Tutors, both high school students and community volunteers, were found to be a large part of the answer.

Project Purpose and Goals

The ultimate success of a reading project must be measured in the improvement of pupil reading skills. In this Project five staff development objectives contribute to this ultimate goal. The Project:

- (1) helps increase teacher awareness of individual student needs,
- (2) introduces and trains teachers to use a wider variety of student learning alternatives while the teacher is working with other groups of pupils,
- (3) establishes procedures for efficient classroom time management through instruction in ad hoc grouping, in order to furnish opportunities for individualization of instruction,
- (4) recruits and trains volunteer tutors to help classroom teachers and,
- (5) trains teachers to use tutors in their classrooms.

Program Description

The Project Staff has planned, packaged and implemented a cohesive in-service program in which teachers have been provided with the following tools for better teaching of reading:

- (1) Criterion-referenced diagnostic testing for assessment of word-attack skills.
- (2) Ad hoc grouping techniques for more efficient, yet personalized classroom management
- (3) Learning Skills Stations Notebooks
- (4) Reinforcing Events Areas Notebooks
- (5) Recruitment and training of volunteer reading tutors
- (6) Reading Skill Task Files indexed to specific reading needs.

The in-service training of teachers has centered around the theory, use and subsequent application of these tools in Demonstration Centers. Teachers learn to administer criterion-referenced diagnostic tests through the Croft In-Service Program in Word-Attack Skills. Results of these diagnostic tests have been keyed to two exportable packages of teacher's techniques for skill reinforcement. These packages are referred to as Reading Skill Task (RST) Files and Reading Skill Station (RSS) Notebooks. Implementation of personalized instruction is achieved through training teachers to use ad hoc grouping techniques and Reinforcing Event Areas.

Strong project support is furnished to a Demonstration Center School during a nine-week cycle. Prior to the institution of ad hoc grouping, Project staff consult with the school's principal, teachers

in grades one through four, the Instructional Materials Center Specialist, and any other educational specialists regularly functioning in the building. Schedules, functional relationships, and use of facilities are planned.

Total project support comes into focus in the following ways:

- a) A team composed of the Project Reading Specialist, para-professionals, and the Project secretary assists the teaching staff in gathering baseline data about the word-attack skills competency of each pupil in grades one through four.
- b) The Demonstration Center staff participates with the appropriate school staff in a half-day workshop to form instructional groups, discuss management techniques, and select learning materials and instructional techniques appropriate to skills needs of the students.
- c) The Volunteer Coordinator cooperates with the school principal and the Parent-Teacher-Student Association (PTSA) in recruiting and training volunteers. Some of these volunteers work actively in cooperation with the ad hoc grouping team to support the children's learning activities through tutoring, record keeping, and the production of learning materials.
- d) The Contingency Management Specialist and her Associate produce a set of practice materials specifically designed to support the skills being taught in the ad hoc grouping sessions. In addition, the Contingency Management Specialist consults with the Demonstration Center School staff as needed in

designing reinforcement schedules and Reinforcing Events areas to facilitate behavior and/or learning management.

- e) The Demonstration Center staff provides support in record keeping, tutoring, and specific instruction planning, until by the ninth week of ad hoc grouping, the school's staff is self-sufficient. Services after the nine-week period are provided on a need basis.

Project Strengths

One of the major strengths of the Project has been its operation as an integral part of the regular organizational structure of the District, rather than as a separate effort. This has been accomplished through wide involvement of all levels of school staff in decision-making.

Information is gathered from staff, evaluated, and used to restructure Project operation. The Project staff perceived early in its operation that individual responses are essential to the implementation of Project goals. The consistent, observable use of input as a guide to Project management has encouraged a substantial personal and professional commitment to Project efforts by LEA teachers, administrators, and volunteers.

A ten-member Teacher Advisory Committee (TAC) to the Project has been a particularly effective group for facilitating commitment through the process of gathering information, making suggestions for operational changes, and involving other staff. The TAC has assisted Project staff in changing Project-sponsored in-service from a program serving

about one-fourth of the LEA Teaching staff, and designed and managed by Project staff, to a third-year structure designed and carried out by 32 teachers, and serving all other teachers in the target group.

The Project's management has provided a model for techniques which have been incorporated into other LEA operations. An emphasis on participatory management has resulted in the development of a Request for Performance (RFP) System which permits the staff to collectively plan monthly tasks which are related to Project objectives. The PERT system for planning activities is another management technique which has been adopted by other LEA projects after its effectiveness was displayed in Project planning.

The CIPP model of evaluation has contributed to both the management and the evaluation of the Project. The Project's evaluation design has effectively provided not only product information, but also the process information necessary to redesign all phases of Project activity. This evaluation design has been adapted for use in other LEA Title I and Title III projects.

Project Contributions to Classroom Instruction

As a result of Project-sponsored activities carried on over a three-year period of time:

- (1) pupils showed a significant growth in reading ability
- (2) pupils involved in ad hoc grouping showed a statistically significant increase in word attack ability over a control group of other students in the LEA

- (3) Teachers showed a statistically significant increase in the use of auxiliary instructional materials related to reading, and
- (4) community volunteers devoted a large number of hours to helping young children learn to read.

Communication

Effective communication has been both a major emphasis and a major problem throughout the life of the Project. While the problem of getting sufficient information to and from the right people at the right time has not been completely solved, the following strategies have led to partial solution:

- (1) Telephone HOTLINE. Concerned members of the community, as well as professional staff, are encouraged to call into a recording system any questions or information related to the Project. In most cases, HOTLINE messages are answered within 24 hours. Use of the HOTLINE has been adopted by the LEA.
- (2) Project Newsletter. A four-page newsletter reporting Project activities is distributed to teaching staff, administrators, members of the Board of Education, parents of children enrolled in Demonstration Center Schools, and Community Advisory Council members.
- (3) Volunteer Newsletter. A two-page newsletter is sent four or five times a year to administrators, members of the Board of Education, volunteers, and their cooperating teachers. This

publication has helped to provide a cohesive communication base as the volunteer program has been assimilated into LEA operation.

- (4) Community Advisory Council. Community input and advice is required for federally funded projects. The dynamics for creating a functional advisory group with sustained interest has posed a continuing problem. A partial solution for this Project was a shift from a non-specific, and minimally functional group, to a group recruited from active school volunteers.
- (5) Ad hoc committees. Short-term work groups, formed to achieve specific goals, have proved effective in making plans, carrying out activities, and evaluating progress. This approach has been widely adopted by other LEA projects and departments.
- (6) Teacher Advisory Committee. A group of seven classroom teachers, two Reading Specialists, and an elementary principal has provided guidance for major Project activities. The principal regularly reports Project progress to the principals' organization, and relays to Project staff the advice of the principals' group. Teachers on the committee have not only provided advice and information from their personal and professional perspectives, but have also informally interviewed all school staff in grades one through four to gather baseline information for planning Project in-service.

- 7) Administrative Reports. All major Project reports are presented to upper levels of administration, and to the Board of Education. In addition, Project publications are routed to these individuals.

Summary

During three years of operation, the Project has developed 1) effective management and evaluation structures, 2) needs-based teacher in-service for all teachers of grades 1-4, 3) a management system for teaching word-attack skills to meet children's specific needs, 4) supportive materials for teaching skills, and for positive motivation, and 5) a program for recruiting and training volunteers to support classroom instruction.

In May of 1974, the Project received validation, and subsequently was granted funding for a fourth year of operation, as a Developer-Dissemination project. Major emphases during this fourth year of operation will be 1) research and evaluation, 2) continued support to LEA Demonstration Center Schools, 3) editing of materials developed by the Project, and 4) assisting two nearby school districts in the adoption of activities developed by the Project.

Section A

PROJECT INFORMATION

Area of concern READING
 (e.g., Career Education, Handicapped, Reading, etc.)

Project Title COMPREHENSIVE CLIENT-CENTERED BASIC SKILLS AND STAFF
DEVELOPMENT CENTER

Project Director's Name A.P. DIAZ

346 SECOND AVENUE S.W. CEDAR RAPIDS IOWA 52404
 Address City State Zip Code

Phone Number (include area code) 319-398-2248

Application Agency CEDAR RAPIDS COMMUNITY SCHOOL DISTRICT

Location 346 SECOND AVENUE S.W.
 (Street Address)

CEDAR RAPIDS IOWA 52404
 City State Zip Code

Superintendent's Name DR. CRAIG H. CURRIE

346 SECOND AVENUE CEDAR RAPIDS IOWA 52404
 Address City State Zip Code

Phone Number (include area code) 319-398-2223

Project Period: Beginning JULY 1, 1971 Ending JUNE 30, 1975
 date date

Expenditures:

<u>Grant Period</u>	<u>Title III Funds</u>	<u>Other Funds</u>	<u>Total Funds</u>
<u>7-1-71 to 6-30-72</u>	<u>\$ 124,320</u>	<u>\$ -</u>	<u>\$ 124,320</u>
<u>7-1-72 to 6-30-73</u>	<u>\$ 90,000</u>	<u>\$ -</u>	<u>\$ 90,000</u>
<u>7-1-73 to 6-30-74</u>	<u>\$ 70,000</u>	<u>\$ -</u>	<u>\$ 70,000</u>
<u>7-1-74 to 6-30-75</u>	<u>\$ 65,000</u>	<u>\$ -</u>	<u>\$ 65,000</u>
<u>Total</u>	<u>\$ 349,320</u>	<u>\$ -</u>	<u>\$ 349,320</u>

COMPREHENSIVE CLIENT-CENTERED BASIC SKILLS
AND STAFF DEVELOPMENT CENTER

Brief Description of Project:

The Comprehensive Client-Centered Basic Skills and Staff Development Center proposal was approved and funded in 1971 under Title III, Sec. 306, for the Cedar Rapids Community School District. At that time the Local Education Agency (LEA) was operating 32 elementary schools with an enrollment of approximately 7,900 students in grades 1-4. The Project also included approximately 1,250 students in eight non-public schools, grades 1-4.

The Project demonstrates methods of improving pupil reading skills in grades one through four through in-service training of teachers and community volunteers. Five staff development goals contribute to the ultimate goal of improving pupil performance in reading. The Project:

- (1) helps increase teacher awareness of individual student needs,
- (2) introduces and trains teachers to prescribe a wider variety of student learning alternatives with small classroom groups while the teacher is working with other groups of pupils,
- (3) establishes procedures for efficient classroom time management to provide increased individualization,
- (4) recruits and trains volunteer tutors to help classroom teachers, and
- (5) trains teachers to use tutors in their classrooms.

Activities:

Staff development activities for teachers may be classified into three major efforts: in-service training, on-the-job training, and materials reference and development.

Building-level cadre leaders and other teachers provide input for design of grade-level in-service. The professional staff organizes, schedules, and implements designed activities with advisory input from a 10-member Teachers' Advisory Committee to the Project.

In-service training has included many areas. Some examples are:

- (1) exposure to 10 lessons on the use of criterion-referenced diagnostic reading tests (Croft Word Attack Skills In-Service Course) for 300 first through fourth grade teachers;
- (2) training of 80 teachers through an intense 10-hour course in the use of psychological report data and its subsequent translation into strategies for instruction of children;
- (3) presentations by several outside speakers to emphasize the comprehension and application of other in-service efforts.

In the on-the-job effort, all teachers in the first through fourth grades at seven elementary school Demonstration Centers have had the opportunity to apply their Croft training to actual operation of ad hoc skills groups. These groups are operated 30 minutes a day, four days a week, on a need rather than on a grade-level basis.

Demonstration Centers for training staff in the use of ad hoc grouping for reading skills are developed and implemented by Project staff for approximately 10-week cycles at schools requesting such operation. At that time the Project staff leaves the centers and support is continued on a referral basis. The Project Reading Specialist coordinates this effort. Volunteers are recruited, trained, and placed in Demonstration Centers and other schools by the Project Community Agent. Learning stations and Reinforcing Events (RE) areas are designed and constructed as needed by the Project Contingency Manager. In the total Demonstration Center effort, Project paraprofessionals design and construct materials and apparatus as needed.

In the materials reference and development effort, materials available to LEA teachers for the teaching of reading have been surveyed and indexed according to the Croft Word Attack Skills program. These files, called Reading Skill Task (RST) files, are available in every LEA elementary school. Activities suitable for use as skill stations to reinforce reading skills have been cross-indexed with Croft and RST files. Books containing instructions for constructing and using the stations are also available in every LEA elementary school.

Parent and Community Involvement

An advisory council, composed of a population representing many facets of the community, both professional and non-professional, assisted generously in the early development of the Project. Approximately 900 community volunteers are or have been associated with the Project.

Staff

The project professional staff consists of a project director, a part-time evaluator-assessor, a full-time reading specialist, a part-time contingency manager (RE), and a part-time community agent. It also includes six part-time paraprofessionals, a full-time secretary and a part-time senior high school office education student.

PUPIL IMPROVEMENT OF READING SKILLS

The major goal of the Project was to improve the reading skills of pupils in grades one through four. The reading scores of first-through-fourth-grade students enrolled in the Cedar Rapids Schools during the school year 1970-71 were used to provide baseline data against which to measure Project effectiveness.

The reading scores of students obtained during the school year May 1970-71 will be referred to as the "contrast" group. It seemed important to examine selected characteristics of the "contrast" group relative to the "experimental" groups. One characteristic deemed important was scholastic aptitude. Since Cedar Rapids Schools yearly administers the Lorge-Thorndike Intelligence Test in grades two and four, these data can be used for comparison purposes. Table I shows the district-wide means for the Lorge-Thorndike test. Means for grades one and three are based on second grade scores unless indicated otherwise.

TABLE I

FIRST THROUGH FOURTH GRADE LORGE-THORNDIKE SCORES 1967-1974

GRADE	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74
1*	104	106	107	107	105	104	105
2	107	104	106	107	107	105	104
3*	(4th) 105	107	104	106	107	107	(4th) 103
4	105	106	106	104	104	105	105

* Means for grades one and three are based on 2nd grade Lorge-Thorndike scores unless indicated otherwise.

In examining Table I, it is clear that the intelligence scores of the 1970-71 "contrast" group are comparable to those of the student groups across the seven years shown in the table. Particular attention should be given to the scores of the 1970-71 group in relation to groups at the same grade level during the period from 1972 to 1974. Based upon these comparisons it seemed reasonable to conclude that scholastic aptitude differences between the "contrast" groups were relatively non-existent and little evidence is available that might attribute differences on the criterion measures (vocabulary and comprehension) to such initial differences. If there are any differences between the two groups, they seem to be in favor of the "contrast" group except for grade 4.

The two areas of reading skills, vocabulary and comprehension, will be treated separately in the discussion to follow.

Vocabulary

The Vocabulary Subtest of the Gates-MacGinitie Reading Achievement Test was administered to all students in grades one through four during May 1971, 1972, 1973, and 1974. The district-wide standard score means for these years are shown in Table II.

TABLE II

GATES-MacGINITIE VOCABULARY RESULTS, 1971-1974 COMPARED VERTICALLY AND LONGITUDINALLY*

GRADE ONE				GRADE TWO				GRADE THREE				GRADE FOUR	
1974	54			1974	54			1974	54			1974	53
1973	52			1973	54			1973	53			1973	52
1972	51			1972	53			1972	53			1972	52
1971	48			1971	51			1971	52			1971	51

* Read grade levels up to compare a particular grade level over the four year period. Read scores across to follow one instructional group over the two to four year period.

** Scores expressed in standard score units $\bar{x} = 50$ S.D. = 10

Two types of comparisons are possible using the data in Table II. The first is a within grade comparison; that is, all first grades can be compared to the 1971 first grade "contrast" group. Comparisons can be made in the other grades by looking at the 1971 scores in relation to scores attained at that grade level in succeeding years. It is important to note that for every one of these 12 comparisons, the mean of the "experimental" groups was greater than the mean of the "contrast" group.

Table III shows the differences between these groups in terms of pupil standard deviation units using the standard deviation of standardized scores for the normative data.

TABLE III
SYSTEMWIDE CHANGE IN GATES-MacGINITIE VOCABULARY SCORES
COMPARED YEARLY TO SCORES IN 1971 BASELINE YEAR*

GRADE	1972 vs 1971	1973 vs 1971	1974 vs 1971
ONE	+.30	+.40	+.60
TWO	+.20	+.30	+.30
THREE	+.10	+.10	+.20
FOUR	+.10	+.10	+.20

* Reported in Standard Deviation Units
S.D. = 10

A second type of comparison is possible using the data in Table II. Mean standard score comparisons may be made for the same class but in different grades. It is possible to make such longitudinal comparisons for the first, second, and third grade "contrast" groups. For the first grade group the standard score mean changed from 48 before

the experiment, to 53 in each of the next three years. The second grade group mean changed from 51 to 53 to 52. The third grade mean was the same in 1972 as it was in 1971.

These data, however, are difficult to interpret because the test form changes at each grade level, the norms distributions are standardized within grades, and the means are not based on exactly the same group of students.* Nevertheless, it seems unreasonable to disregard the available data completely.

In addition to the district-wide summary data described above, building level data were gathered. For each of the 28 elementary schools the average standard score on the Gates-MacGinitie Vocabulary Subtest was computed yearly for grades one through four. These data were used to provide the basic data for an inferential data analysis procedure. Assuming that the 1971 classes represent a random of classes from those buildings and likewise that the 1972, 1973, and 1974 classes also represented random samples, it appeared proper to examine inferentially the observed differences between the "experimental" and "contrast" groups. A sign test was chosen to perform this inferential analysis. For each building at each grade level, a plus was assigned if the 1971 standard score mean was lower than the standard score mean of the succeeding Project year used in the analysis. (This second group

*Before using this type of analysis it is important to examine the systemwide stability data. Cedar Rapids annually computes a stability index, defined as the number of students who remained in the same school during the entire school year divided by the number of students who were in the school on September 13. The higher the index, the greater the stability. The LEA has maintained high stability levels in its student population, with the index standing at .87, .88, or .89 between 1969 and 1974. Table I also indicates that if there is a shift in student population within a particular group, the trend seems to be toward lower aptitude scores i.e. the group enrolled in grade two in 1970-71 had a mean Lorge-Thorndike score of 106.7, compared to a score for the same group of 105.0 in 1972-73.

would constitute the "experimental" group.) A minus was assigned if the "experimental" mean was higher than the "contrast" mean. The percent of buildings with plus signs and the outcome of the statistical tests are given in Table IV.

TABLE IV

PERCENT OF BUILDINGS WITH "EXPERIMENTAL" MEANS HIGHER THAN "CONTROL" MEANS ON THE GATES-MacGINITIE VOCABULARY SUBTEST

GRADE	1972 vs 1971	1973 vs 1971	1974 vs 1971
ONE	86%*	100%*	100%*
TWO	78%*	90%*	96%*
THREE	80%*	83%*	89%*
FOUR	80%*	76%**	83%*

* Significant at the .01 level

** Significant at the .05 level

Conclusion

As a result of the data presented on pages 1 to 8, it seems reasonable to conclude that first through fourth grade students enrolled in the LEA during the three years of the Project showed significant increases on reading vocabulary scores over students enrolled in grades one through four during the comparison year.

Comprehension

The results of the Gates-MacGinitie Comprehension Subtest of the Gates-MacGinitie Reading Achievement Test will be presented in the same format as the results of the vocabulary subtest.

District-wide standard score means for the years 1971, 1972, 1973, and 1974 are presented in Table V.

TABLE V

GATES-MacGINITIE COMPREHENSION RESULTS
COMPARED VERTICALLY AND LONGITUDINALLY*

GRADE ONE							
1974	54	GRADE TWO					
1973	52	1974	54	GRADE THREE			
1972	51	1973	53	1974	53	GRADE FOUR	
1971	52	1972	53	1973	53	1974	51
		1971	52	1972	52	1973	51
				1971	51	1972	51
						1971	49

* Read grade levels up to compare a particular grade level over the four year period. Read scores across to follow one instructional group over the two to four year period.

** Scores expressed in standard score units
 $\bar{x} = 50$ S.D. = 10

Using the data shown in Table V, two types of comparisons are again possible. Each grade level can be compared against the 1971 score for that grade level to see how the scores improved during the three project years of 1972, 1973, and 1974. The mean of the "experimental" groups is higher than the mean of the 1971 "contrast" groups in ten of the twelve comparisons. Table VI shows the differences between these groups in terms of pupil standard deviation units using the standard deviation of standardized scores for the normative data.

TABLE VI

SYSTEMWIDE CHANGES IN GATES-MacGINITIE COMPREHENSION SCORES
COMPARED YEARLY TO SCORES IN 1971 BASELINE YEAR*

GRADE	1972 vs 1971	1973 vs 1971	1974 vs 1971
ONE	-.10	-0-	+.20
TWO	+.10	+.10	+.20
THREE	+.10	+.20	+.20
FOUR	+.20	+.20	+.20

* Reported in Standard Deviation Units

In the second type of comparison the scores of one group of students can be followed from year to year. Caution should be exercised in this type of data interpretation because of test form changes, norms standardization and mobility. The data are consistent in suggesting a gain in standard score means through grade three, with a drop when the group reaches fourth grade.

Building level data were also gathered for the comprehension subtest. Average standard scores were computed in grades one through four for the years 1971-1974. These data were used to examine, through use of a sign test, whether there were statistically significant differences between the 1971 "contrast" groups and the 1972 to 1974 "experimental" groups. The percent of buildings that show an increase in the standard score mean when an "experimental" year is compared to the 1971 score for that grade level is shown in Table VII.

TABLE VII

PERCENT OF BUILDINGS WITH "EXPERIMENTAL" MEANS HIGHER THAN
"CONTROL" MEANS ON THE GATES-MacGINITIE COMPREHENSION SUBTEST

GRADE	1972 vs 1971	1973 vs 1971	1974 vs 1971
ONE	48%	68%	84%*
TWO	67%	81%*	88%*
THREE	67%	88%*	96%*
FOUR	77%*	81%*	80%*

* Significant at the .01 level

** Significant at the .05 level

Conclusion

While the comprehension results do not seem as conclusive as the vocabulary data there does seem to be some support for concluding that reading comprehension scores were higher after the treatment.

EFFECTIVENESS OF DEMONSTRATION CENTER INSTRUCTION

The Cooper McGuire Diagnostic Tests in word attack skills were used as criterion tests for pre-test and post-test assessment of students word attack skills during the operation of the Project Demonstration Center. Test questions require use of skills that are commonly introduced and used in the early elementary grades and are applicable to all students. The structure of the tests assumes a hierarchical basis in the accomplishment of the readiness and phonics subtests. A student's progress through out the hierarchy should be based upon grade level, time of year, ability and basal reader program being used. Students matched for these variables should be at

approximately the same skill levels unless some treatment occurs that can be shown to significantly alter this progress.

Six hundred twenty-two students were placed in matched pairs for purposes of analyzing progress through the hierarchy of word attack skills. Students were matched for intelligence, grade level, time of the year tested, and basal reader program being used. One student in each pair had just completed the nine week Demonstration Center cycle. These students were called the "experimental" group. The other student in each pair had not yet participated in the Demonstration Center cycle. These students were called the "contrast" group.

Test scores for each pair were tabulated. Students in the "experimental" group were given a "plus" if they were ahead of their "contrast" group in progress through the word attack skill hierarchy, and a "minus" if they were behind the student to whom they were matched.

Table VIII shows the number of pairs of students used for the analysis at various grade levels. As noted in this table, the observed proportion of pairs who received a "plus" was significant at the .01 level when analyzed by a sign test.

TABLE VIII

WORD ATTACK SKILL ATTAINMENT SUMMARY: STUDENTS RECEIVING
DEMONSTRATION CENTER INSTRUCTION COMPARED WITH
"CONTRAST" GROUPS RECEIVING TRADITIONAL INSTRUCTION*

GRADE LEVEL	NUMBER OF PAIRS
TWO	86**
THREE	159**
FOUR	66**

* Pairs matched by IQ, grade, time of year and basal series
First grade not included because of no IQ test information

** Significant at the .01 level

Conclusion

Students who received Project Demonstration Center instruction were more proficient in word attack skills than their counterparts who had not yet participated in Demonstration Center instruction.

Summary

The evidence presented in the previous discussion indicated that the "experimental" groups were doing significantly better than the "contrast" groups in reading achievement. One method of instruction used involved teacher-student participation in a nine-week Demonstration Center cycle. Students who received this ad hoc grouping in word attack skills exhibited a significantly higher degree of proficiency in word attack skills than students not subjected to this treatment.

TEACHERS USE OF TECHNIQUES AND MATERIALS

One hundred seventeen teachers (grades 1-4) participated in the contingency management training. Analysis of pre-test and post-test scores showed that teachers made statistically significant (.01) gains in their knowledge of this motivational technique. (Pre-test $\bar{x}$, 11.09 Post-test $\bar{x}$, 19.16)

Twenty-four teachers of the 117 teachers then requested and received help in establishing a reinforcing events area in their own classroom. In a later survey, all twenty-four teachers stated that the use of these areas did not take too much extra time or effort. Eighty-two percent of the teachers surveyed, stated that the area encouraged children to complete work. Sixty-two percent had used the area for behavior shaping. All these teachers said that reinforcement theory was a valuable tool for motivating children.

On-the-job Training in Ad Hoc Grouping

The seventy-one teachers who worked in the eight Demonstration Center models received training in use of ad hoc grouping for personalization of student needs in word attack skills. After each teacher had received training through the Demonstration Center she was rated on a ten item scale assessing competency. Mean scores ranged from 8.4 to 9.6. Forty teachers, comprising the entire population of first-through-fourth-grade teachers at three Demonstration Centers, were asked to assess the effect ad hoc grouping had on them and their students. All forty teachers stated that they knew more about the materials available to teach specific word attack skills, and more about how to use them. Thirty-nine of the forty stated they used a greater variety of materials and media than they did previous to training. Thirty-three of the forty stated they had more confidence about teaching specific skills to children.

Parents of children enrolled in two Demonstration Center attendance areas were surveyed after their children participated in the nine week Demonstration Center cycle. Seventy parents responded to both the pre-test and post-test questionnaire. Of the parents, 64% responded that they felt the skills group instruction had improved their child's reading. Another third of the parents indicated they weren't sure or would like to know more about the groups. Only three percent of the parents felt skills grouping had not helped their child's reading.

In-Service Training Opportunities

The 277 first-through-fourth-grade teachers in Cedar Rapids received an average of 36.6 hours of in-service training during the

three years of Project operation. Table IX lists type of training, number attending and mean rating for the sessions.

TABLE IX
PROJECT BASIC-SPONSORED IN-SERVICE
CLASSES WITH ATTENDANCE AND MEAN RATING

TOPIC	NUMBER OF TEACHERS	RATING
Psychodiagnostic Class	80	4.0*
Diagnostic Practicum	69	4.4*
Outside Speakers	260	5.0**
Use of Tutors	130	4.0**
Diagnosis of Reading Problems	130	5.5**
Auditory Discrimination	130	4.5**
Psychodiagnosis	130	4.8**
Visual Discrimination	130	5.1**
Reinforcing Events Areas	24	4.6*
Book Fair	92	4.1*
Croft In-Service Course	152	4.6*
Quadrant Meetings	478(hrs)	4.0*
Reading Comprehension	90	4.0*
Effective Use of Volunteers	44	3.8*
Skills Station Display	240	5.3**

* 5-point scale

** 6-point scale

The popularity of the training is graphically illustrated by the fact that teachers spent a total of 478 hours in quadrant training offered after school hours. These teachers received no reimbursement or in-service credit for their attendance.

Effectiveness of this training is supported not only by teacher ratings, but also by two surveys conducted with first-through-fourth-grade teachers. In these surveys, conducted in 1972 and again in 1974, techniques discussed during in-service training sessions were listed. Teachers were asked to indicate what techniques and materials they used prior to inception of the Project and what they were using in May, 1974. Both surveys showed that teachers were using a significantly (.01) greater variety of techniques and materials than they used prior to inception of the Project.

Teachers and principals felt the Project was helpful. One hundred fifty teachers were asked to assess the value of the Project. One hundred-ten teachers indicated that the Project had furnished many useful teaching techniques. One hundred thirty-two teachers classified the Project as having been either valuable or somewhat valuable to the district. Seventeen elementary principals responded to questions about the Project. All stated that communication about reading in their building had increased as a result of the Project. Fifteen out of the seventeen felt that there had been more meaningful interaction with resource people (speech clinicians, reading specialists, and psychologists) as a result of Project-sponsored activities.

Conclusion

The Project in-service and support activities were felt by teachers to be valuable and effective tools in the teaching of reading. These staff development activities were instrumental in the increased reading scores summarized in the first section of the report.

Volunteers

As a result of Project-sponsored activities, 998 volunteer reading tutors contributed 21,761 hours of instruction from December, 1971 to May, 1974. A survey of volunteers conducted in May, 1970 (prior to the Project) for comparison data showed only 300 volunteers working throughout the entire district. (Project volunteers worked only in the first four grades.) Volunteer hours were compiled monthly throughout the Project and a card file was kept on volunteers active in the district. All teachers who used volunteer services during the first Project year were asked to rate volunteers in eight areas. Ninety-nine out of the 106 teachers surveyed indicated that the tutors "fit in" to classroom routine. One hundred four teachers stated that volunteers maintained student interest. Other responses were equally as favorable. Principals were also surveyed; seventeen out of eighteen responded that they found volunteers to be useful.

As a result of Project activities, a school volunteer program can be and has been organized and maintained with a high level of community participation. The organizational activities used here have served as a model for other districts and should be generalizable to any community of this size or smaller.

Summary of Evaluation Results

As a result of Project-sponsored activities from September, 1971 through May, 1974, the following effects were demonstrated:

- (1) Pupils showed significant growth in reading ability.
- (2) Pupils involved in ad hoc grouping in grades two and four showed a statistically significant increase in word-attack ability over a matched control group.
- (3) Teachers used a wider variety of instructional materials related to reading.
- (4) 998 community volunteers donated 21,761 hours helping children learn to read.

Auditor's Report

Educational audit reports have been written twice yearly during the life of the Project. A representative statement, written by IBEX in the report of August, 1974 states:

"It is the opinion of the Audit Team that the implementation of Project BASIC over its three-year time span represents a 'model' of educational program management and evaluation. The Project goals address critical needs; the objectives follow directly from the goals and are realistically specified; the Project activities were designed to achieve the objectives; resources were managed effectively; and the evaluation functions provided the information needed for Project management and for assessment of the program's success. The effectiveness of the Project is shown not only in the achievement of Project objectives, but also in its generalizability."

APPENDIX A

PROJECT BASIC READING

COST AND EXPORTABILITY OF THE PROJECT

Total adoption of the components developed by the Project provides activities in six areas. Any combination of the six components may be considered for adoption. The specific adoption design should be based on information provided by the prospective adopter's needs assessment.

Each of the six components includes teacher in-service in theory, in the use of a wide variety of teaching/learning materials, or in the management of instruction. The Developer Project staff can provide in-service and consultative services tailored to fit the needs of the Adopter.

ADOPTER COSTS

Below is a sample budget summary for an adopter project servicing 45 teachers and about 1,000 children in grades 1-4 in three schools.

Instructional Materials

Developer/Demonstrator Project Materials	\$ 200.00
Materials for Resource Files	300.00
	<u>\$ 500.00</u>

In-Service

Materials for Word-Attack Skills In-Service	627.00
One day pre-service workshop for teachers 45 teachers x \$37.80 per day	1,701.00
Course instructor's fee One instructor per school x \$100.00	300.00
Half day substitute pay for teachers to coordinate program, prepare materials, etc. (1.5 days x 45 teachers x \$301.00 per day sub pay)	825.00
Substitute pay for key teachers to observe at Developer/Demonstrator Demonstration Center	300.00
	<u>\$3,753.00</u>

Equipment and Supplies

Supplies for printing, office supplies, etc.	\$ 150.00	
Supplies for making instructional materials	150.00	
		\$ 300.00

<u>Cost for Total Adoption</u>	4,533.00
--------------------------------	----------

<u>Cost per Pupil, Total Adoption</u>	
$\$4,533.00 \div 1,000 \text{ students}$	\$ 4.553

This budget does not include:

- (1) staff costs for implementation and administration, tasks which can be assumed by Adopter District personnel, or by additional hired staff, and
- (2) travel costs for key Adopter personnel to Developer/ Disseminator site.

The following charts outline major activities in the six components, and the materials costs for each component.

COMPONENT 1.0: TEACHER INSERVICE IN WORD-ATTACK SKILLS

ACTIVITY	CONDUCTED BY	ATTENDED BY	MATERIALS NEEDS		
			MATERIAL	COST PER UNIT	QUANTITY
A. Correlation of Adopter reading program skills to the Cooper-McGuire subtests	4 Adopter classroom teachers, grades 1-4 (1 day)		Adopter basal reading series Cooper-McGuire test manual	Included in B.2, below	1 per teacher
B. Teacher Inservice in Word-Attack Skills					
1. Half-day work session to prepare group leaders to conduct course	Project Reading Specialist	Key Personnel from Adopter Staff			
2. 10-hour course in word-attack skills	Key Adopter Personnel	Adopter classroom teachers grades 1-4			
a. Theory, testing program, teaching techniques			Basic unit of Croft In-service Program in Word-Attack Skills: 1 Group Leader's Kit 14 Teacher's Guides 1 set test masters	\$316.30 for basic unit. Add \$12.95 for Teacher's Guide for each additional teacher. \$25.00 per set for test masters	1 basic unit per 3-4 schools 1 Teacher's Guide per teacher 1 set test masters per building
					Croft Educational Services Incorporated 100 Garfield Avenue New London Conn. 06320

COMPONENT 1.0: TEACHER INSERVICE IN WORD-ATTACK SKILLS

ACTIVITY	CONDUCTED BY	ATTENDED BY	MATERIALS NEEDS		
			MATERIAL	COST PER UNIT	QUANTITY
b. Study of materials and techniques for teaching word-attack skills	Key Adopter Personnel	Adopter classroom teachers grades 1-4	Reading Skills Stations Notebook	\$5.10	2-6 per building
			Games Book	\$1.75	2-6 per building
			Reading Skills Practice Sheets	\$2.40	1-2 per building
			Reading Skills Tasks File	\$25.00	1 per building
			Commercial and teacher-made materials available in building		

COMPONENT 2.0: AD HOC GROUPING FOR CLASSROOM MANAGEMENT OF
MORE SPECIFIC, PERSONALIZED INSTRUCTION

ACTIVITY	CONDUCTED BY	ATTENDED BY	MATERIALS NEEDS		
			MATERIAL	COST PER UNIT	QUANTITY
A. Explanation of the <u>Ad Hoc</u> Grouping structure, and its integration with other components ($\frac{1}{2}$ day work session)	Project Reading Specialist	Adopter Key Personnel			
B. Observe Project Dem- onstration Center teachers in group planning preceding <u>Ad Hoc</u> Grouping. Plan adaptations for Adopter (1 day)	Project Reading Specialist, Volunteer Coordinator and Contin- gency Man- agement Specialist	Adopter Key Personnel			
C. Administer Cooper- McGuire Tests (2-3 weeks)	Adopter teachers grades 1-4 under direc- tion of Key Adopter Staff	Adopter students grades 1-4	Set of test masters	\$25.00	1 per building
			Individual Record Charts	\$4.00 per packet containing 50 cards	1 per pupil
					Croft (see component 1.0) Croft

COMPONENT 2.0: AD HOC GROUPING FOR CLASSROOM MANAGEMENT OF
MORE SPECIFIC, PERSONALIZED INSTRUCTION

ACTIVITY	CONDUCTED BY	ATTENDED BY	MATERIALS NEEDS		
			MATERIAL	COST PER UNIT	QUANTITY
D. Analyze test scores, set up <u>Ad Hoc</u> structure (1/2 day workshop or several 1-hour work sessions)	Key Adopter Personnel, assisted on request by Project Reading Specialist	Adopter teachers grades 1-4	Ad Hoc Grouping packet materials	\$.20 per packet	1 per teacher
E. Observation of <u>Ad Hoc</u> Grouping and other components at Project Demonstration Center School	Project Staff	Adopter Key Personnel			
F. Half-day workshop at end of first 3 weeks of <u>Ad Hoc</u> Grouping. Assess progress, modify plan.	Adopter Key Personnel Project Staff on request	Adopter teachers grades 1-4			

Project BASIC

COMPONENT 2.0: AD HOC GROUPING FOR CLASSROOM MANAGEMENT OF
MORE SPECIFIC, PERSONALIZED INSTRUCTION

ACTIVITY	CONDUCTED BY	ATTENDED BY	MATERIALS NEEDS		
			MATERIAL	COST PER UNIT	QUANTITY
G. Half-day workshop at end of 6 weeks of Grouping.	Adopter Key Personnel Project Staff on Request	Adopter teachers grades 1-4			
H. Half-day workshop at end of 9 weeks of Grouping. Decision point for grouping.	Adopter Key Personnel Project Staff on Request	Adopter teachers grades 1-4			

COMPONENT 3.0: RECRUITMENT AND TRAINING
OF VOLUNTEER READING TUTORS

ACTIVITY	CONDUCTED BY	ATTENDED BY	MATERIALS NEEDS		
			MATERIAL	COST PER UNIT	QUANTITY
A. Program Development					
1. Overview of Project-developed and other volunteer program and relationship to other Project components	Project Volunteer Coordinator and other staff	Adopter Key Personnel			
2. Plan for Adopter volunteer program and Project support					
B. Initiating Volunteer Program at school level	Adopter Key Personnel, assisted by Project staff on request	School staff			
1. Ascertain needs					
2. Explain proposed program					
3. Discuss professional and volunteer roles					

COMPONENT 3.0: RECRUITMENT AND TRAINING
OF VOLUNTEER READING TUTORS

ACTIVITY	CONDUCTED BY	ATTENDED BY	MATERIALS NEEDS			
			MATERIAL	COST PER UNIT	QUANTITY	SOURCE
C. Establishing volunteer group	Adopter Key Personnel					
1. Through principal and key teachers, identify school-level volunteer coordinator						
2. Recruit volunteers at the school level	School-level coordinator, assisted by Adopter Key Personnel					
3. Hold informational meeting of potential volunteers	School-level coordinator, assisted by Adopter Key Personnel					

OF VOLUNTEER READING TUTORS

ACTIVITY	CONDUCTED BY	ATTENDED BY	MATERIALS NEEDED			SOURCE
			MATERIAL	COST PER UNIT	QUANTITY	
D. Volunteer training session	Building level coordinator	Volunteers	Tutor Tips Packet (to be developed locally)			Sample available from Project BASIC
1. Role orientation						
2. Overview of common reading materials						
3. Tutoring techniques and materials						
E. Teacher training in use of volunteers	Project Volunteer Coordinator or Key Adopter Personnel and Volunteers	School Staff	Guidelines for working with volunteers			Masters available from Project BASIC
40 (occurs simultaneously with Activity D)			Filmstrip			Available on loan through Project BASIC
F. Scheduling of volunteers	Building level Volunteer Coordinator with assistance from Project Community Agent					Scheduling forms and sample available through Project BASIC

COMPONENT 3.0: RECRUITMENT AND TRAINING OF VOLUNTEER READING TUTORS

ACTIVITY	CONDUCTED BY	ATTENDED BY	MATERIALS NEEDS			SOURCE
			MATERIAL	COST PER UNIT	QUANTITY	
G. Program maintenance 1. Recruiting 2. Placement 3. Training 4. Evaluation	School level volunteer coordinator supported by Key Adopter Personnel	Volunteers and school staff				

COMPONENT 4.0: POSITIVE REINFORCEMENT TECHNIQUES

ACTIVITY	CONDUCTED BY	ATTENDED BY	MATERIALS NEEDS			SOURCE
			MATERIAL	COST PER UNIT	QUANTITY	
A. Study text on theory of contingency management	Adopter Key Personnel coordinate schedule use of books, etc.	Adopter teachers grades 1-4	<u>How to Use Contingency Management in the Classroom</u> , Lloyd Homme	\$ 4.00	1 per 3 teachers	Research Press Co P.O. Box 3327 Country Fair Station Champaigne, Illinois 61820
B. Half-day in-service session to discuss contingency management	Project Contingency Management Specialist and Assistant	Adopter teachers grades 1-4	Filmstrip - "Contingency Contracting"			
C. Observe Reinforcing Events Areas in use at Project Demonstration Center School	Project Contingency Management Specialist and Assistant		Reinforcing Events Area Booklet NOTE: IF ADOPTER CHOOSES TO BUILD REAREAS FOR CLASSROOMS, THERE WILL BE ADDITIONAL MATERIALS (tri-ply cardboard, paint etc.)	\$ 1.55 \$5 - \$8 per area	1 per building	Project BASIC

COMPONENT 5.0: CONSTRUCTION OF READING SKILLS STATIONS

ACTIVITY	CONDUCTED BY	ATTENDED BY	MATERIALS NEEDS			
			MATERIAL	COST PER UNIT	QUANTITY	SOURCE
A. Inservice in management and use of Reading Skills Stations (slides & discussion of use, management, and construction)	Project Contingency Management Specialist and Assistant	Adopter Teachers grades 1-4	Reading Skills Stations Notebook	\$ 5.10	2-6 per building	Project BASIC
B. Observing Reading Skills Stations in use at Project Demonstration Center School	Project Contingency Management Specialist and Assistant	Key Adopter Personnel				
C. Building skills stations (one or a series of game-making "bees", or take-home assignments)	Key Adopter Staff Personnel	Teachers Volunteers Parents Students	Workbooks for pictures, old picture books and dictionaries, masking tape, oaktag, glue, clothespins, paper fasteners, Sealamin, etc.	\$50 - \$60 for materials to construct a set of 151 reading skills activities	1 set per building	

COMPONENT 6.0: USE OF THE READING SKILLS TASKS FILE, AN INTRODUCTION
TO A WIDER VARIETY OF STUDENT LEARNING ACTIVITIES

ACTIVITY	CONDUCTED BY	ATTENDED BY	MATERIAL NEEDS			
			MATERIAL	COST PER UNIT	QUANTITY	SOURCE
A. Adapting Reading Skills Tasks File for Adopter use						
1. Cull from RST File all cards for materials not available in the building (or decide to order certain materials and retain cards)	Adopter teacher or secretary, under direction of Key Personnel		Reading Skills Task File	\$25.00	1 per building	Project BASIC
2. Write and produce cards for Adopter materials not included in File	Adopter teachers, directed by Key Personnel		Blank RST cards	Dependent on number of hours of staff time and quantity produced	As needed	Master available from Project BASIC
3. Teacher orientation to use of RST File (1-hour session + continuing use)	Key Adopter Staff Personnel	Adopter Teachers grades 1-4	Reading Skills Tasks File			

PROJECT BASIC READING
APPLICATION FOR TITLE III E.S.E.A.
APRIL 30, 1975



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PART I

STATISTICAL

**State of Iowa--Department of Public Instruction
STATISTICAL REPORT--Form 001, Page 1
Title III ESEA (P.L. 89-10)**

Section A: General Project Information

1A. Classification of Project

Central City
Geographically Isolated
Programs for Minority Groups
Pre-Kindergarten Programs
Programs for Handicapped
Other (Specify) - Dissemination

1B. Check the category which best describes your project.

Innovative
Exemplary

2. Project Title

PROJECT BASIC READING

3. Name of Applicant (Local Education Agency)

Cedar Rapids Community Schools

4. Address of Applicant (Number, Street, City, State, Zip)

346 Second Avenue S.W., Cedar Rapids, Iowa 52404

5. Name of County

Linn

6. U.S. Congressional District Number(s)

Second Congressional District

7. Project Director

Name
A. P. Diaz, Executive Director,
Curriculum and Instruction

Address
346 Second Avenue S.W.
Cedar Rapids, IA 52404

Phone
398-2248

8. Contact Person for Project

Name
Lynda Filip
Project Manager

Address
346 Second Avenue S.W.
Cedar Rapids, IA 52404

Phone
398-2112

9. Person Authorized to Receive Grant

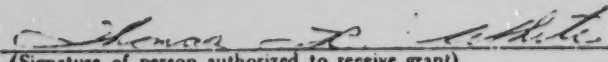
Name
Thomas White
Administrative Assistant

Position

Address
346 Second Avenue S.W.
Cedar Rapids, IA 52404

Phone
398-2335

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the local education agency named above has authorized me as its representative to file this application.


(Signature of person authorized to receive grant)

April 30, 1975
Date of Application

(Continued on Next Page)

STATISTICAL REPORT--Form 001, Page 2

Title III ESEA (P.L. 89-10)

Section B(cont.)

12. Maintenance of Fiscal Effort			13. Total Number of LEA's Served
a. Estimated Current General Fund Expenditures, Fiscal Year Ending June 30.		\$32,189,297	1
b. Preceding Year, FY Ending June 30.		\$30,425,491	
c. Second Preceding Year, FY Ending June 30.		\$23,983,589	

Section B: Title III Budget Summary for Project

	Grant Number	Beginning Date (Month, Year)	Ending Date (Month, Year)	Funds Requested
a. Initial Application or Resubmission		July 1, 1975	June 1976	\$
b. Application for First Continuation Grant				\$
c. Application for Second Continuation Grant				\$
d. Total Title III Funds				

2. Complete the following items only if this project includes improvements to sites, remodeling, or leasing of facilities for which Title III funds are requested.
Leave blank if not appropriate.

Type of Function

Title III Funds Requested

- a. Remodeling (\$2,000 or less) N.A.
b. Leasing
c. Improvements to Sites

\$
\$
\$

Section C: Total School Enrollment and Project Participants

1.		Pre-Kinder- garten	Kinder- garten	Grades 1-6	Grades 7-12	Total Students	Teachers Engaged in In-Service Training	Other Teachers	Para- Profession- als
a. Total School Enrollment	(1) Public		1923	10204	10339	22466	225		
	(2) Non-Public		25	1376	1603	3004			
b. Project Participants	(1) Public			(1-4) 6558		6558	225		
	(2) Non-Public			(1-4) 960		960	58		
	(3) Not Enrolled								

Total Student Participants

7518

2.

White	Negro	American Indian	Puerto Rican	Oriental	Mexican- American	Other (Specify)	Total*
7119	324	15	14	27	19		7518

Section C. (cont.)

3. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS

PARTICIPANTS	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL-CITY LOW-SOCIO- ECON. AREA	OTHER CENTRAL CITY	OTHER URBAN
Percent of Total Number Served (Based on total given in Section C1b.)	1	2	15	5	77

SECTION D - TITLE III PROJECT STAFF - ALL PROJECTS ACTIVE DURING FISCAL YEAR

PERSONNEL PAID BY TITLE III FUNDS

TYPE OF PAID PERSONNEL	Reg. Staff Assigned to Project				New Staff Hired For Project			
	NUMBER FULL- TIME	PART-TIME		TOTAL FULL TIME EQUIV (Col 2+4)	NO. FULL- TIME	PART-TIME		TOTAL FULL- TIME EQUIV. (Col. 6+8)
		NO. OF PERSONS	F.T.E.			NO. OF PERSONS	F.T.E.	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. ADMINISTRATION/ SUPERVISION		5	.34	.34				.34
2. TEACHERS:								
(a) Pre-Kindergarten								
(b) Kindergarten								
(c) Grades 1-6								
(d) Grades 7-12								
(e) Other								
3. SUBJECT-MATTER SPECIALISTS (Artists, Scientists, Musicians etc.)								
4. TECHNICIANS (Audio- visual, Computer Specialists, etc.)								
5. PUPIL PERSONNEL WORKERS (Counselors, Social Workers, Psychologists, Attendance Workers)								
6. MEDICAL AND PSYCH. PERSONNEL								
7. RESEARCHERS, EVALUATORS		1	.03	.03				.03
8. PLANNERS AND DEVELOP								
9. DISSEMINATORS (Writer Publ. Rel. Personnel, Editors, etc.)		4	1.63	1.63				1.63
10. OTHER PROFESSIONAL STAFF								
11. PARA-PROFESSIONAL, Teacher Aides, etc.		2	1.50	1.50				1.50
12. OTHER NON-PROF. Clerical, Bus Driver etc.		1	1.00	1.00				1.00

350

Total

4.50

PART II: NARRATIVE

This proposal has been designed in response to an apparent need in Iowa for the activities and materials developed by this Project's staff during four years of operation as a federally funded ESEA, Title III, Section 306 Project. The narrative will include a brief review of prior development and documented results, and a proposed approach for dissemination activities to be carried out within the state of Iowa during the fiscal year 1975-76.

PRIOR DEVELOPMENT AND RESULTS

The Project was originally designed to meet the needs identified in an assessment of the Cedar Rapids reading program in grades 1-4. Essentially, the needs assessment, conducted in Fall of 1970, showed under-achievement in reading in relation to children's IQ levels. Concurrent with this was a need for a program to develop teacher growth in the skills necessary to the effective teaching of reading. (See Appendix I for a summary of the original needs assessment.)

The rationale for the specific design of the Project was based, then, on assessed children's and teacher's needs, both of which were related to research findings. The goal of the Project was: Improve the reading of children in grades 1-4. The way of effecting the improvement was by providing classroom teachers with 1) inservice training, 2) volunteer support, and 3) access to effective teaching/learning materials.

- 1) Inservice Training. All Project inservice activities were designed for teachers in grades 1-4. During the first two Project years, the inservice activities designed by Project staff were offered to three or four key teachers from each of the LEA's 32 public and eight non-public elementary schools. In the third year of the Project, 33 key teachers assisted by Project staff developed a series of sessions to serve 280 teachers (grades 1-4) at small-group-grade-level meetings. Inservice emphasis included diagnosis of reading skills (particularly decoding skills), examination and use of materials to meet reading skills needs, contingency management; use of skills stations; cooperating with volunteers; and management of instruction in a pretest/instruction/posttest cycle.
- 2) Volunteer Support. Prior to the Project's efforts, there had been no central LEA effort to organize a program for volunteers in the schools. During the Project's first year, volunteers were recruited and trained to assist in the classrooms of only those teachers involved in the Projects's inservice activities. By the end of three years, the volunteer program had been subsumed into the local District's operation. Over 300 volunteers were active in the schools. The District's inservice program included a course in the use of volunteers. Volunteers were working with all age levels, at all types of tasks. Individual school's programs were often coordinated by volunteers, following a management plan designed by the Project's Volunteer Coordinator.

3) Access to Effective Teaching/Learning Materials. Throughout the three developmental years, teachers were offered sessions designed to display and encourage the use of a wide variety of materials to meet children's learning needs in reading. In addition to displays and seminars arranged by the Project staff, key teachers themselves planned, prepared materials for, and managed numerous small-group sessions devoted to sharing ideas and materials. The availability of volunteers, and the need to have ready access to materials to meet children's needs (which teachers were better able to identify after inservicing in diagnosis) motivated teachers to ask for help from Project staff. In response to these requests, the staff designed several materials: The Games Book, a reference for volunteers; the Reading Skills Stations Notebook, 151 designs for Reading Skills Stations; the Reading Skills Tasks File, and access system to commercial skills reinforcement materials; The Reading Comprehension Skills Stations Packet, ideas for over 60 comprehension stations and activities; the RE Booklet, pictures of areas which facilitate contingency management; and the Reading Skills Sheets, a series of activity sheets designed to reinforce reading skills. (For examples of these materials, see Appendix III.)

At the end of three years, the Project was granted another year of funding to permit further analysis of data, final preparation of Project-developed materials, assisting a federally-funded companion Adopter Project, and minimal dissemination of Project results and materials.

RESULTS

The Project was validated (by a three-member team trained in Title III validation procedure) in Spring, 1974. The validation process verified the 1) cost effectiveness, 2) educational significance, and 3) exportability of the Project. That is: 1) the cost accountability of the Project's operation was correct, 2) the Project's efforts did indeed effect significant changes in children's achievement, and 3) the Project's activities and materials were deemed transferable to other schools.

Areas of growth which are of particular significance* are:

- 1) Large numerical growth in the number of volunteers working in the schools
- 2) Large numerical growth in the use of techniques and materials furnished to the teachers through Project inservice
- 3) Statistically significant growth in the Vocabulary and Comprehension sections of the Gates-MacGinitie Reading Tests which were administered to all District children in grades 1-4
- 4) Statistically significant growth (as measured by a sign test) in word-attack skills mastery by the children grades 1-4 in nine schools using the Ad Hoc Grouping management structure. (For an explanation of this structure, see the Project booklet in Appendix II.)

*

Project evaluation reports are on file in the Title III Coordinator's Office, Department of Public Instruction, Des Moines.

RATIONALE/NEEDS ASSESSMENT

This Project has applied an innovative approach to solving a problem which was analyzed by a careful local needs assessment. Validation through the Title III procedure verified that the Project did effect the desired change, improving the reading of children in grades 1-4. In addition, the validation confirmed that the activities and materials developed by the Project are highly transferable, as verified by the results in nine successive Demonstration Center schools.

In the interest of avoiding a duplication of the expenditure of time and money resources to seek solutions to common problems in education, sharing successful solutions would appear to be a professional responsibility. Within the limits of current Federal funding this Project has attempted to respond to needs in Iowa in the following ways:

- 1) Companion Federal funding to an Adopter Project in the adjoining Linn-Mar School District has permitted the Project staff to test the exportability of the Project to an outside school district. Project staff members have provided direct inservice, consultative services, and materials produced by the Project in total implementation by 45 teachers grades 1-4 in three schools.
- 2) A staff member conducted a session at the Wamac inservice meeting in Marion, Iowa.

- 3) As a result of attending the Marion meeting, Manchester staff invited the Project staff to conduct an inservice session in Manchester.
- 4) The Area VI Administrator, at the suggestion of the State Title III Coordinator, invited the Project staff to conduct two sessions at an inservice meeting for Marshalltown teachers.
- 5) The Project staff participated in an Education Fair sponsored by Iowa State University in Ames. Project participation was suggested by the State Title III Coordinator solicited by the University staff member in charge of the Fair.
- 6) Project staff members have held about a dozen consultative sessions based on Project-developed skills and experiences. These sessions were held with Iowa administrators and teachers who were seeking solutions to problems similar to those the Project was designed to solve.
- 7) Project staff members have cooperated with a Reading Consultant from the local Area X Joint County School System in conducting a Volunteer Workshop, and in consulting with the staff of nearby Amana Elementary School.
- 8) A staff member explained Project activities and materials in two sessions at the state meeting of the International Reading Association in Des Moines.
- 9) A Project booklet (see Appendix II) has been distributed to all superintendents and all elementary principals in Iowa. By describing major inservice components and materials

the booklet indicates possible directions for action by school districts encountering similar problems.

- 10) A meeting will be held in May for those Iowa educators interested in learning what the Project has developed.
- 11) A lead teacher, who conducted several inservice courses and sessions for the Project, used Project materials as part of a Fort Madison inservice session on the use of learning stations.
- 12) The Project will provide over 400 copies of Project materials to Iowa educators. These requests have resulted from the above activities, and from an article in the local paper, the Cedar Rapids Gazette (see Appendix III).

The above statements indicate a demonstrated need within the state for the inservice and consultative services and the materials developed by the Project staff during the developmental and demonstration stages of operation. The next section of the narrative will specify the way in which the Project proposes to conduct dissemination activities within the State in 1975-76.

(The term "Adopter" in this narrative will refer to any educational agency within the state which, wishes to use the resources of Project staff and materials to implement one or more of the components developed by the Project.)

POPULATION/PLANNING FOR IMPLEMENTATION

The Project's proposed activities for each component were developed to inservice teachers grades 1-4, and to develop volunteer programs. The general target group, then, is teachers grades 1-4 in the state of Iowa whose needs can be met through the activities proposed by the Project staff.

In order to identify specific educational agencies which may wish to request adoption of one or more Project components, the following target groups will be contacted:

1. Principals of all public and non-public elementary schools in the State
2. Superintendents of Districts in the State
3. Area Educational Agencies (AEA)
4. Instructors of reading methods courses in selected Iowa teacher preparation institutions, including the three State Universities

These groups have already received copies of the Project booklet, which provides a brief overview of the Project, and offers a May 13, 1975 meeting to provide further information about the Project. Any participants in that meeting who express an interest in adopting Project components will be contacted at the appropriate time.

In planning for the May 13 meeting, the Project was permitted to use the phone facilities of the local

AEA, whose personnel also provided names of people who might be interested in attending the meeting. The Project staff hopes to continue to cooperate with the Cedar Rapids Area AEA, and further to pursue the possibility of asking the cooperation of other AEA's in identifying possible target schools and districts, and possibly in facilitating meetings in their own areas which might serve several schools or districts at the same time. Because these agencies will not be fully enabled until July 1, specific contact in most cases cannot be made until mid-summer.

The Project staff also projects general overview meetings similar to the one to be held on May 13. These are tentatively scheduled for late September, mid-October, late January, and mid-February. In the event that staff time and financial resources have been committed through previous contacts, any or all of these general overview sessions will be eliminated as activities.

Commitment of Project resources to facilitate adoption or other dissemination will be made by Project staff member(s) responsible for delivery of the service. The commitments will be monitored in relation to the remaining amount of available resources, and will be registered in the Request for Performance system. The staff will attempt to consolidate efforts when possible, for example by conducting combined-school workshops. A particular effort will be made to work with the AEA's,

and to serve any possible needs of teacher-preparation classes.

The Project has requested from the LEA the use of two classrooms to serve as Project headquarters. This amount and type of space will permit adequate storage of materials needed for dissemination activities, and will provide an area for meetings and workshops requiring display of Project-developed materials. In addition, the Production Services division will be requested to continue production of Project materials in quantities needed to facilitate State dissemination.

PROJECT OBJECTIVES

The goal of this proposed dissemination Project is to share with other educational agencies in Iowa the activities, knowledge, and materials developed by the staff during previous operation. The specific objectives for reaching this goal are listed below. On the following pages are charts which describe the specific activities designed to carry out the objectives.

1.0 The Project Reading Specialist will inservice Adopter LEA teachers grades 1-4 in word-attack skills.

1.1 A minimum of two sessions will be offered to train key Adopter staff personnel to teach the word-attack skills inservice course to their own staffs.

1.2 The Project Reading Specialist will teach all or part of the course to up to four Adopter staffs.

2.0 The Project Reading Specialist will assist Adopter staffs in the implementation of Ad Hoc Grouping.
(Prerequisite: Work-attack course, or equivalent.)

2.1 The Reading Specialist will provide a half-day training session to key Adopter personnel who will be responsible for on-site implementation.

- 2.2 The Reading Specialist will provide up to six visits to up to four Adopter staffs at critical points in the Ad Hoc Grouping cycle.
- 3.0 The Project Leader, Volunteer Program (Volunteer Coordinator) will inservice Adopter LEA on the development and organization of school volunteer programs.
- 3.1 The Volunteer Coordinator will offer a minimum of four general sessions on the development and organization of school volunteer programs.
- 3.2 Upon request, the Volunteer Coordinator will visit a minimum of six Adopters to discuss specific methods to meet individual needs in developing the volunteer program.
- 4.0 The Project Leader, Contingency Management (Contingency Manager) will inservice Adopter teachers in the use of positive motivation techniques.
- 4.1 The Contingency Manager will offer a minimum of four general sessions on the use of positive motivational techniques.
- 4.2 Upon request the Contingency Manager will visit a minimum of 15 Adopter sites to provide inservice in the philosophy, construction, and management of Reinforcing Events Areas.

5.0 The Contingency Manager will offer inservice training in the construction and management of Reading Skills Stations.

5.1 The Contingency Manager will offer a minimum of four general sessions displaying simple Reading Skills Stations and the RSS Notebook.

5.2 Upon request, the Contingency Manager will visit a minimum of 15 Adopter sites to provide inservice in the construction and management of Skills Stations.

6.0 The Project Evaluator will monitor Project evaluation and offer consultative services to Adopters.

6.1 The Project Evaluator will assist other staff members in the design of instruments of evaluation of the activities in their respective areas of responsibility.

6.2 The Project Evaluator will offer consultative services to Adopters in evaluation and management up to a maximum of a total of 35 days.

6.3 The Project Evaluator will prepare a final evaluation report at the conclusion of the Project.

7.0 The Project Manager will oversee the tasks related to Project management.

7.1 The Project Manager will monitor the Request for Performance (RFP) system.

7.2 The Project Manager will be responsible for such management tasks as reporting, correspondence, budget monitoring, etc.

NOTE: ALL INSERVICE ACTIVITIES RELATED TO THE ABOVE TASKS WILL BE RATED BY PARTICIPANTS ON A RATING SCALE. THE CRITERION LEVEL WILL BE NO LESS THAN 4.8 OUT OF 6. LOGGING OF TASKS THROUGH THE RFP SYSTEM WILL PROVIDE CONFIRMATION OF THE OCCURENCE OF PROJECTED TASKS.

COMPONENT 1.0: TEACHER INSERVICE IN WORD-ATTACK SKILLS

ACTIVITY	CONDUCTED BY	ATTENDED BY	MATERIALS NEEDS		
			MATERIAL	COST PER UNIT	QUANTITY
A. Correlation of Adopter reading program skills to the Cooper-McGuire subtests	4 Adopter classroom teachers, grades 1-4 (1 day)		Adopter basal reading series Cooper-McGuire test manual	Included in B.2, below	1 per teacher
B. Teacher Inservice in Word-Attack Skills					
1. Half-day work session to prepare group leaders to conduct course	Project Reading Specialist	Key Personnel from Adopter Staff			
2. 10-hour course in word-attack skills	Key Adopter Personnel	Adopter classroom teachers grades 1-4			
a. Theory, testing program, teaching techniques			Basic unit of Croft In-service Program in Word-Attack Skills: 1 Group Leader's Kit 14 Teacher's Guides 1 set test masters	\$316.30 for basic unit. Add \$12.95 for Teacher's** Guide for each additional teacher \$25.00 per set* for test masters	1 basic unit per 3-4 schools 1 Teacher's Guide per teacher 1 set test masters per building
					Croft Educational Services Incorporated 100 Garfield Avenue New London Conn. 06320

*Provided by Project

**Provided on loan by Project

COMPONENT 1.0: TEACHER INSERVICE IN WORD-ATTACK SKILLS

ACTIVITY	CONDUCTED BY	ATTENDED BY	MATERIALS NEEDS		
			MATERIAL	COST PER UNIT	QUANTITY
b. Study of materials and techniques for teaching word-attack skills	Key Adopter Personnel	Adopter classroom teachers grades 1-4	Reading Skills Stations Notebook	\$5.10*	2-6 per building
			Games Book	\$1.75*	2-6 per building
			Reading Skills Practice Sheets	\$2.40*	1-2 per building
			Reading Skills Tasks File	\$25.00*	1 per building
			Commercial and teacher-made materials available in building		

*Provided by Project

COMPONENT 2.0 AD HOC GROUPING FOR CLASSROOM MANAGEMENT OF
MORE SPECIFIC, PERSONALIZED INSTRUCTION

ACTIVITY	CONDUCTED BY	ATTENDED BY	MATERIALS NEEDS			
			MATERIAL	COST PER UNIT	QUANTITY	SOURCE
A. Explanation of the <u>Ad Hoc</u> Grouping structure, and its integration with other components (1/2 day work session)	Project Reading Specialist	Adopter Key Personnel				
B. Administer Cooper-McGuire Tests (2-3 weeks)	Adopter teachers grades 1-4 under direction of Key Adopter Staff	Adopter students grades 1-4	Set of test masters Individual Record Charts	\$25.00* \$4.00 per packet containing 50 cards*	1 per building 1 per pupil	Croft (see component 1.0) Croft
C. Analyze test scores, set up <u>Ad Hoc</u> structure (1/2 day workshop or several 1-hour work sessions)	Key Adopter Personnel, assisted on request by Project Reading Specialist	Adopter teachers grades 1-4	<u>Ad Hoc</u> Grouping packet materials	\$.20 per packet*	1 per teacher	Project BASIC

*Provided by Project

COMPONENT 2.0 AD HOC GROUPING FOR CLASSROOM MANAGEMENT OF
MORE SPECIFIC, PERSONALIZED INSTRUCTION

ACTIVITY	CONDUCTED BY	ATTENDED BY	MATERIALS NEEDS		
			MATERIAL	COST PER UNIT	QUANTITY
D. Half-day workshop or one or two shorter work sessions at the end of first 3 weeks of <u>Ad Hoc</u> Grouping. Assess progress, modify plan	Adopter Key Personnel Project Staff on request	Adopter teachers grades 1-4			
E. Half-day workshop at end of 6 weeks of Grouping.	Adopter Key Personnel Project Staff on Request	Adopter teachers grades 1-4			
F. Half-day workshop at end of 9 weeks of Grouping. Decision point for use of <u>Ad Hoc</u> structure in future	Adopter Key Personnel Project Staff on Request	Adopter teachers grades 1-4			

COMPONENT 3.0: In-Service - Development of Volunteer Programs

ACTIVITY	TIME	CONDUCTED BY	ATTENDED BY	MATERIAL NEEDS		
				MATERIAL	COST PER UNIT	QUANTITY
PHASE I: All schools could attend and not be required to follow-up with PHASE II.						
Information Workshop						
1. Organizational Structure	1-2 hrs.	Volunteer Center (held for more than one district)	Area Schools	Printed material	* 50¢/packet	1 packet of printed material per workshop participant
a) Creating awareness.				Registration cards		
b) Determining needs.				Filmstrip "Parents and Teachers Together" or "Because We Care"		
c) Designing program.				School Volunteer Handbook (sample)		
d) Begin program operation.				Instructional materials (samples)		
2. Planning Individual Building Programs						
PHASE II: Schools could not receive assistance unless personnel have attended PHASE I Workshop.						
On Site School Visit						
1. To plan individual program or development.	2 hrs.- half day.	Volunteer Center	Individual School	Follow-up material	*50¢/packet	10 packets/school
2. To review individual						

COMPONENT 5.0

ACTIVITY	TIME	CONDUCTED BY	ATTENDED BY	MATERIALS NEEDED		
				MATERIAL	COST PER UNIT	QUANTITY
General Session on the management and use of Reading Skills Stations (slides and discussion of use) Display of Stations	1½-2 hours	Contingency Manager and Associate	Local LEA's	RSS Notebook Sample RSS Boxes Slides		
Meet with school staff for in-service on construction and management of stations	2 hrs.	Contingency Manager and Associate	Individual Schools or School Districts	RSS Notebook Sample RSS Boxes Slides	\$5.10*	1/per bldg.
					*provided free of charge by Project BASOC	

COMPONENT 4.0

ACTIVITY	TIME	CONDUCTED BY	ATTENDED BY	MATERIALS NEEDED		
				MATERIAL	COST PER UNIT	QUANTITY
General Session to discuss contingency management 1. Overview philosophy 2. Sample RE area	1½ hrs.	Contingency Manager Assoc.	Local LEA's	Filmstrip-Conting. Contracting How to Use Cont. Contracting in the Classroom Lloyd Humme Sample RE area	\$4.00	2 per bldg.
Meet with individual school or school districts for inservice in the philosophy, construction and management of RE areas	2-4 hrs.	Contingency Manager Assoc.	Individual schools or School Districts	RE Area Booklet Sample RE Area (menu, ticket) Filmstrip	\$1.55*	1 per bldg.
					*Provided free of Project BASIC	Charge by

EVALUATION

During previous stages of the Project, an adaptation of the CIPP model of evaluation was incorporated into the management/evaluation system of the Project. Process evaluation has played a major role in providing assessments of activities. This process assessment makes it possible to base changes in operation on information gathered rather than on unsubstantiated judgment.

Process evaluation will continue to be a major emphasis in the proposed dissemination phase. For example, each inservice session conducted by the staff will be rated by the Adopter staff. For this purpose, the format will be similar to that of the scale below. The agree-disagree statements are designed to ascertain whether or not the Project staff did fulfill specific objectives for the session.

"Hooray for Volunteers!"

This session provided me with new insights into possible ways of working with volunteers in my own classroom.

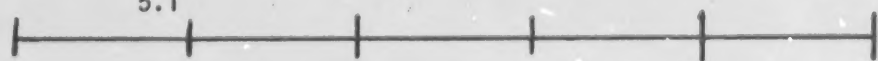
4.5



Strongly AgreeStrongly Disagree

It might be helpful to be able to attend a two- or three-hour mini-course in the effective use of volunteers.

5.1



Strongly AgreeStrongly Agree

In addition to the scales, each session's evaluation will include such open-ended response starters as, "This session might have been better if ..." or, "This session really meant something to me because ...". The responses elicited in this way have proved to this staff to be of great assistance in refining and adapting activities.

Each staff member bearing a major responsibility for conducting an inservice session will be responsible for the basic design of the evaluation tools described above. The Project Evaluator will provide assistance and monitor the quality of the instruments.

Basic Project inservice units will be delivered to many different schools, school districts, or other educational agencies. It will be necessary to the evaluation of the Project to verify that the activities did, indeed, occur. Therefore, for each activity, the person(s) responsible will give the inservice session evaluation forms to the Project Secretary, who will tabulate and file them for later inclusion in the evaluation report.

In addition, upon completing each consultative activity, the staff member(s) will write a brief narrative report and return it to the Project Manager.

The Request for Performance time management system developed during earlier Project stages will provide another accounting of time and verification of completion of activities. The system is explained in the next three pages.

BASIC

INSTRUCTIONS FOR USE OF REQUEST FOR PERFORMANCE (RFP)¹ PLANNING-SCHEDULING SYSTEM

CEDAR RAPIDS COMMUNITY SCHOOLS

In order to facilitate scheduling of project activities, a system has been designed which will permit and encourage project staff members to do long-range planning of activities on a timeline basis, and specific scheduling of activities formally on a monthly basis.

The process is as follows:

1. By the next-to-last Thursday of each month, each project staff member will submit to the Project Director a Request for Performance (RFP) coupon (see Figure 1) for activities to be scheduled the following month.
The items: Date due _____
Name of Person Responsible for RFP _____
Activity This RFP _____
Requested to Assist _____
are filled in by the person submitting the RFP coupon.
2. The Project Director² adds an RFP NUMBER from the appropriate monthly allocation of numbers (see Figure 2) on each RFP coupon, and classifies it according to Project Component (see Figure 3).
3. The RFP's are sorted into a chronological sequence.
4. A master calendar for the subsequent month is made up (see sample page, Figure 4).
5. A duplicate is made of each RFP coupon. The duplicates are filed by the secretary in the Project Director's office in the file "RFP's - NOT COMPLETED" for the appropriate month.
6. The original RFP coupons are routed, along with the master calendar for the subsequent month (see item 4 above) to each person from whom requests have been made for performance.
7. As RFP's are completed, the performer fills out the appropriate box under STATUS OF RFP ACTIVITY and the ESTIMATED TIME THIS RFP and returns RFP coupons to the secretary in the Project Director's office.

¹ Revised, October 1973.

² The category COMPONENT and the RFP number are left to be filled by the Project Director, so that in the process of setting up the calendar and delegating the RFP responsibilities, duplications are avoided, and the Project Director reviews all planned activity for the ensuing month.

8. The secretary removes the duplicates from the NOT COMPLETED file and destroys them. The originals are placed in the COMPLETED file.

The system then provides:

- A. A status file of all RFP's.
- B. Easy review of NOT COMPLETED RFP's.

The coding provides:

- A. Capability of assessing time spent on carrying out each activity and capability of assessing percentage of staff time spent on each Project component.
- B. Quick assessment of number of RFP's scheduled for the month (e.g. the last RFP number in the August 1971 RFP calendar is 0220; this means that 20 activities were scheduled to be carried out in August.)

Ideally, all RFP's are submitted prior to making up the calendar for the subsequent month. In practice it is obvious that the dynamics of the project will occasionally cause some last-minute RFP's to be written. These will be appropriately acted upon but will be published as a MONTH END addenda. ADDENDA RFP numbers are added to these so that, again, the last number indicates total RFP's for the month. Quality control of planning and careful attention to activity scheduling should keep these to a minimum.

BASIC

Project

Person responsible
for this RFP _____

Requested to assist _____

RFP No. _____

Date Due _____

Status of RFP Activity:

Activity this RFP (Describe briefly)

Completed _____
Date _____

Pending/
Postponed* _____

Your estimated _____ hrs.
time this RFP _____ mins.

If Pending/Postponed give brief
explanation and tentative date of
completion _____

Project Component
Number _____

REQUEST FOR PERFORMANCE (RFP)

19 72

BASIC

MONTH NOVEMBER

DATE	ACTIVITY	CODE	RFP No.	Performance By					
				Dir- ector	Eval- uator	Rdg. Spec.	R.E. Mgr.	Comm. Asst.	OTHER (Specify)
Nov. 1	Tutor Training, October 30, 1972, tentative (will have if needed)	VOL	0501					X	
Nov. 2	Go to Polk School to set up Tutor Training at Polk School	VOL	0502					X	
Nov. 2	Meet with Jackson teachers - ad hoc groups planning	DCT	0503			X			
Nov 2	Schedule 2 groups of Junior League provisionals between 9:00-12:00 Nov. 2, 1972 at Demonstra- tion Center	DIS	0504			X			
Nov. 2	Check back with School #12	REA	0505				X		
Nov. 2	Staff Meeting	MNG	0506	X					
Nov. 3	Plan with individual teachers for ad hoc skills grouping.	DCT	0507			X			
Nov. 3	Tape Update #49	TPR	0508					X	
Nov. 5	Distribute RST-PC files to authorized persons	RST	0509			X			
Nov. 6	Check with Schools #13 & #8	REA	0510				X		
Nov 6	Polk - Contingency Management Explain to volunteers	VOL	0511				X		
Nov. 6	Tabulate checklist for materials fair for report to teachers' Advisory Committee	EVA	0512		X				
Nov 6	Meeting of Teachers' Advisory; Rdg. Compr. workshop 3 (1:00-4:00)	SDE	0513	X					
Nov 6,	Present 1972-73 project BASIC Independent	BFI	0514	X					

The Project Evaluator will be available for consultation with Adopters about their own evaluation of activities adopted. To this end, the Evaluator will develop a package of sample instruments and techniques. These evaluations must be adapted to the specific activities adopted, and the depth to which they are applied within the Adopter agency.

The Adopter staff and the Project Evaluator may choose to draw on the resource of the previous years' evaluation design. The following page is an example of the design.

EVALUATION/AUDIT PLAN SUMMARY CHART 1

Performance Objectives	Evaluation Measurement Techniques and Instruments ¹					Evaluation Data Collection Procedures		
Classify by Target/Operator Group	General Technique	Special Conditions	Name/Type Instrument ²	Date Instrument Available ³	Baseline Data	Target Group	Scheduled Date(s) ³	Person Responsible
Project Goal: Improvement of Pupil Reading Skills in Adopter LEA's	Standardized Test	All pupils, Grades 1-4	Gates, ITBS or any suitable reading test already in use by Adopter	at present	to be administered prior to inception of Project if not already available	Students	to be arranged	LEA Evaluator plus Adopter Site teacher
Project Goal: Planning, packaging and implementing a co-hesive in-service program for Adopter LEA's	Process Evaluation and Documentation	N/A	Rating Scales (3 out of 5)	at present	N/A	Adopter teachers	As Needed	LEA Evaluator Other LEA Staff
1.0 Implementation of Croft Program at Adopter LEA's	Documentation	N/A	N/A	N/A	N/A	Adopter teachers	As Arranged	LEA Evaluator and other LEA Staff
1.1 Administration of Cooper-McGuire by Adopter teachers	Observation Rating Scale	Mean Score of 8 out of 10	Cooper-McGuire Effectiveness Scale	at present	N/A	Adopter teachers	As Needed	LEA Reading Specialist
2.0 On-Site Training at Developer-Dissemination LEA	Documentation Process Evaluation	N/A	Rating of In-Service Experience	at present	N/A	LEA Staff	As Needed	LEA Evaluator
2.1 Ability to Use Tests for Ad Hoc Grouping	Observation Rating Scale	All Adopter Site target teachers Mean Score 8-10	Ad Hoc Grouping Rating Scale	at present	N/A	Adopter teachers	As Needed	LEA Reading Specialist

1 Use appropriate codes to avoid duplication

2 Describe in attachment

3 Place critical dates on Evaluation/Audit Time Line attachment

Evaluation - Adopter Sites

PROJECT STAFFING

The proposed staff for this Project have all taken part in the development and/or implementation of the activities and materials refined during the previous four years of Project operation. Proposed staff positions and Full Time Equivalencies (F.T.E.) are:

PROFESSIONAL STAFF

<u>Position</u>	<u>F.T.E.</u>
Project Director	10 days only
Project Manager/Reading Specialist	1.0
Project Leader, Contingency Management	.6
Project Leader, Volunteer Program	.2
Project Evaluator	.2

NON-PROFESSIONAL STAFF

<u>Position</u>	<u>F.T.E.</u>
Project Secretary	1.0
Paraprofessional I	1.0
Paraprofessional III	.5

JOB DESCRIPTIONS

PROJECT DIRECTOR

Monitor documents produced by the Project staff

Assist in developing and monitoring the Project budget

Provide to the Project staff consultation and technical assistance in management of the project

Serve as a liaison with the Administration of the Local LEA

PROJECT MANAGER/READING SPECIALIST

Provide to Adopters the inservice and consultative services described in objectives 1 and 2

Supervise the production, and/or maintenance of the materials needed to carry out objectives 1 and 2

Carry out tasks necessary to the management of the Project

Inform Project Director of major Project activities. Consult with Director on budget, major documents, and communication with local LEA

Design and administer the evaluation for each inservice activity for which she is responsible

Oversee the production and dissemination of Project-developed materials

PROJECT LEADER, CONTINGENCY MANAGEMENT

Provide to Adopters the inservice and consultative services described in objectives 4 and 5

Design and administer the evaluation for each inservice activity for which she is responsible

Supervise the production, and/or maintenance of the materials needed to carry out objective 4 and 5

STAFF
BIOGRAPHICAL SKETCHES

PROJECT LEADER, VOLUNTEER PROGRAM

Provide to Adopters the inservice and consultative services described in objective 3

Supervise the production and/or maintenance of the materials needed to carry out objective 3

Design and administer the evaluation for each inservice activity for which she is responsible

PROJECT EVALUATOR

Prepare the end-of-year evaluation report

Assist Project staff in the design of Project evaluation and instruments

Provide to Adopters consultative services in adapting, refining, or designing appropriate evaluation

PROJECT SECRETARY

Perform general secretarial duties

Maintain Project files and records of financial transactions

Handle and keep records of Project correspondence, and production and distribution of Project-developed materials and reports

PROJECT TEACHER ASSOCIATES

As appropriate, perform the tasks described by the LEA as suitable to Associate I and Associate III (See following pages for LEA Associate job descriptions.)

Assist the Project's professional staff in the preparation and maintenance of materials needed to carry out Project activities

Assist Project's professional staff in preparing for and carrying out inservice and consultative tasks

CEDAR RAPIDS COMMUNITY SCHOOLS
Cedar Rapids, Iowa

POSITION TITLE:

Teacher Associate I

PURPOSE OF POSITION:

To assist in the performance of supervisory and instructional tasks that have been initiated or suggested by the teacher. Serves as a teacher under the guidance of a teacher.

TYPICAL DUTIES:

Under the guidance of the teacher, performs; individual, small group and large group instruction. Give follow-up presentations of the teacher's lesson. Assists in TV instruction (teacher not necessarily present.) Supervises or monitors the room in the absence of the teacher. Assists in lesson development. Assists in material preparation. Drills pupils for maintenance of skills.

EDUCATION & SKILL
REQUIREMENTS:

IMC background.
Four years college credits.
Posses a state associate certificate.
Posses a strong interest in major field of endeavor.
Minor college field helpful.
Enjoy working with children.

CLASSIFICATION:

Salary - Group H \$2.80-3.22/hour*
Work year 180 days (9 months.)
Benefits - Sick leave, workmen's compensation,
family illness leave, bereavement leave,
emergency leave and personal leave.
ALL PAID HOLIDAYS.

*

Will change upon final salary negotiation settlement for 1975-76

CEDAR RAPIDS COMMUNITY SCHOOLS
Cedar Rapids, Iowa

POSITION TITLE:

Teacher Associate III

PURPOSE OF THE POSITION:

To render supportive tasks that will facilitate teaching. This position is to assist the principal or teachers with instructional tasks that have been judged as not requiring the services of a certificated teacher or administrator. The Associate III may be assigned to the building principal, an individual teacher or group of teachers.

TYPICAL DUTIES:

Monitor the classroom during short absences of the teacher.
Supervise children during rest periods in the classroom.
Supervise restrooms and halls during break periods.
Operate audio-visual equipment.
Secure audio-visual supplies.
Read to the class.
Prepare instructional material.
Provide the teacher-to-talk-to program.
Prepare media material.
Prepare bulletin boards.
Take attendance.
Gather resource material.
Assist on field trips.
Telephone parents of absent children.
Help children with clothing.
Provide supervision for the lunchroom and/or playground.

EDUCATION & SKILL
REQUIREMENTS:

High school diploma.
State associate certificate.
Typing
Art and/or mechanical aptitude helpful.
Experience with movie projectors, cameras, record players, etc.

CLASSIFICATION:

Salary - Group B \$1.82-2.03/hour *

Work year - 180 days

Benefits: Sick leave, workman's compensation,
family illness, bereavement leave,
emergency leave, and personal leave.

Paid Holidays; Labor Day, Veteran's Day, Thanksgiving and following Friday, Christmas and New Year's Day, Washington's Birthday, Good Friday and Memorial Day.

STAFF - BIOGRAPHICAL SKETCHES

PROJECT DIRECTOR

NAME: Apolinar P. Diaz

WORK EXPERIENCE:

Cedar Rapids Community Schools

Executive Director, Curriculum and Instruction
Director of Instruction
Coordinator, Foreign Languages
Classroom teacher, Language Arts and Foreign Languages

Mt. Mercy College, Cedar Rapids

Instructor and Lecturer

Elementary, Intermediate and Advanced Classes in
Spanish Language and Literature Methods in Teaching
of Foreign Language

Coe College, Cedar Rapids

Freshman Composition and Rhetoric Instructor

Instructor, Methods in Teaching of Foreign Language

Staff member at four N.D.E.A. Summer Language Institutes

Non-academic work experience

Collins Radio Company, Cedar Rapids

Translation, Editing and Publication of several Technical
Manuals; Editing of several Communications Component Proposals;
Instruction of Engineers in several Communications, Writing
and Speech Courses.

Other:

Translation and Interpretation on a free lance basis for
several companies in the area, including training of
management personnel in basic techniques of communication with
Spanish speaking countries, liaison and resource person to
Chamber of Commerce for visiting foreign dignitaries.

SCHOLARSHIPS AND FELLOWSHIPS:

Arizona State University, Tempe, Arizona, Academic scholarship
(One year prior to military service)

University of Iowa, Iowa City, Iowa, Graduate Assistant (one year)

University of Iowa, Fellowship in Program for Management of
Change in Education (1973-74)

EDUCATION:

Arizona State University
Tempe, Arizona (1940-41)

One year, prior to
Military service

Washington State University
Pullman, Washington (1942)

Aviation Cadet Training

Northern Arizona State
University (1946-50)

B. Sc. Education
(With High Distinction)

University of Iowa
(1950-51)

M.A. Spanish

University of Iowa
(1956 -

Continued graduate work
toward Ph. D., including
Secondary Administration
Certif.

University of Iowa
(1973-74)

Fellowship in Management
of Change in Education

PROFESSIONAL ORGANIZATIONS

Modern Language Association

American Council of Teachers of Foreign Languages

Phi Delta Kappa (Past President, Cedar Rapids Area Iowa Chapter)

Iowa Foreign Language Association (Past President, Assoc.

Editor of Iowa FL Newsletter)

National Education Association (Life Member)

Iowa State Education Association

Cedar Rapids Education Association

CIVIC ORGANIZATIONS:

Panamerican Club of Cedar Rapids (Past Treasurer)

St. Pius X Church

PUBLICATIONS:

Short Stories in SRA Modern Language publications

Teacher's Guide for John Wiley & Sons La Raza, a high-interest,

low reading level program for junior high school Mexican Americans

BIOGRAPHICAL DATA:

Date of Birth: June 27, 1922

Age: 52

Children: Martha Ruffalo, 26
Deanna Brems, 24
Susan Diaz 22
Polly Diaz 20
Linda Diaz, 14

Place of Birth: Williams, Arizona

Height: 5' 9"

Weight: 175 lbs.

MILITARY SERVICE:

World War II, U.S. Air Force, American Theater, Caribbean Theater
and South Pacific Theater.

PROJECT EVALUATOR

NAME: Jo Elizabeth Hatch

WORK EXPERIENCE:

Cedar Rapids Public Schools

Coordinator of Evaluation, Federal Programs

Project Evaluator: Comprehensive Client-Centered Basic Skills
and Staff Development Center, Title III
Project #71-7048

Reading Research Consultant (one-half time)
Psychologist (one-half time)

Psychologist (full time)

Coe College

Department of Psychology: I have taught Developmental Psychology,
Educational Psychology, and Individual Differences (the statistics
and tests and measurements course for psychology majors.)

University of Wyoming

Instructor, Department of Guidance and Counselor Education

Director of Guidance, University Laboratory School

Graduate Assistant, NDEA Institute

Cheyenne Public Schools, Cheyenne, Wyoming

Counselor, East High School

Teacher, Fourth Grade

Abilene Public Schools, Abilene, Texas

Teacher, Second Grade

Smyrna, Tennessee

Teacher, First Grade

Teacher, Nursery School

SCHOLARSHIPS AND FELLOWSHIPS:

Ford Foundation Scholarship for Exceptional Students, University of Utah; Two years

American Studies Fellowship, Abilene Christian College, Summer, 1964

EDUCATION:

University of Utah
Sept. 1952 - Aug. 1955

B.S. Elementary Education
(Honors)

Abilene Christian College
Summer, 1964

University of Wyoming
1965-1969

MEd, Guidance and Counseling
PhD, Guidance and Counselor Education

PROFESSIONAL ORGANIZATIONS:

Phi Delta Kappa
American Psychological Association (divisional membership, Division 17)
American Educational Research Association
American Personnel and Guidance Association (divisional membership
ACES, ASCA)
Wyoming Personnel and Guidance Association
(Secretary-Treasurer, 1967-1968)

CIVIC ORGANIZATIONS:

Board of Directors: Linn County Day Care Services, Cedar Rapids
St. Johns School Board, Abilene

OTHER:

Who's Who in American Women
Who's Who in the Midwest

BIOGRAPHICAL DATA:

Date of Birth: 1-9-36

Age: 39

Children: Carol D. Hatch, 19
Susan V. Hatch, 17

Place of Birth: Amarillo, Texas

Height: 5'8"

Weight: 140 lbs. 41

CONTINGENCY MANAGER

NAME: Judith A. Hronek

WORK EXPERIENCE:

Cedar Rapids Public Schools

Contingency Specialist, Project BASIC Reading (four years)

Science Project Leader (one year)

Science Teacher - Grades one through three (two years)

Teacher - Second Grade (three years)

EDUCATION:

Mount Mercy College
Sept. 1961 - June 1965

B.A. - English
Elementary Education

Univeristy of Iowa
Sept. 1974 - May 1975

Six hours graduate credit

CIVIC ORGANIZATIONS:

JayCee Wives

OTHER:

Mount Mercy Alumni Association

BIOGRAPHICAL DATA:

Date of Birth: 8-19-43

Age: 31

Children: Beth, 8
Bobby, 6

Place of Birth: Spartansburg, South Carolina

NAME: Lynda W. Filipp

WORK EXPERIENCE:

Cedar Rapids Community Schools

Reading Specialist, Project BASIC Reading (four years)
Project Leader, Reading (one year)
Reading Specialist, Title I Remedial Reading Program (two years)
Second Grade Teacher (one year)
Third Grade Teacher (4.5 years)

SCHOLARSHIPS AND FELLOWSHIPS:

State University of Iowa, Iowa City, Iowa, Academic (Merit, State)
Clarke College, Dubuque, ESEA Fellowship, Master's Program, Reading

EDUCATION:

State University of Iowa
Iowa City, Iowa
(1953-Spring 1957,
Summers 1961 and 1962)

B.A. - Elementary Education

Clarke College
Dubuque, Iowa
(1966-Summer 1967)

M.A. - Elementary Education
(Development and Remedial
Reading)

PROFESSIONAL ORGANIZATIONS:

Phi Delta Kappa
Local, state, and national levels of NEA
Local, state, and national levels of International Reading
Association (current President local Council)

CIVIC ORGANIZATIONS:

Parent Teacher Student Association
Committee Chairman of sons' Scout Troup

BIOGRAPHICAL DATA:

Date of Birth: 8-16-36
Age: 38
Place of Birth: Cedar Rapids, Iowa

Children: Russell, 17
Dan, 15
David, 13

PROJECT LEADER OF VOLUNTEER SERVICES

NAME: Greer C. Fry

WORK EXPERIENCE:

Cedar Rapids Community Schools

Community Agent - Project BASIC Reading (four years)

Lincoln, Nebraska

Teacher - Junior High - Blessed Sacrament School

EDUCATION:

University of Northern Iowa
September 1966 - October 1969

B.A. - Junior High Teaching
Social Studies

University of Nebraska
January 1969 - July 1969

Have attended National School Volunteer Program Annual Meetings.

Have attended several advanced seminars on Volunteer Management.

CIVIC ORGANIZATIONS:

Junior League of Cedar Rapids

OTHER:

Experiment in International Living

National School Volunteer Program

Linn Law Wives

Cedar Rapids Community Theatre - Board of Directors

FINANCIAL EFFORT

ALL FUNDS REQUESTED IN THIS PROPOSAL WILL BE USED
to facilitate dissemination activities consisting of:

- 1) Conducting inservice sessions, and providing to adopters the accompanying materials.
- 2) Providing consultative services in the areas of expertise developed by Project staff during previous stages.
- 3) Distributing Project information and materials needed by Iowa educators in their local efforts to meet teacher and student needs.
- 4) Activities necessary to the monitoring and evaluation of the Project's operation.

The services delivered by the Project staff will be a supplement to the already existing programs of the Adopting agencies. The meshing of these services will be the financial and management responsibility of the Adopter.

The following pages are a summary of the budget designed to support implementation of the Project's objectives.

FINANCIAL

State of Iowa--Department of Public Instruction
BUDGET SUMMARY--Form 002
Title III ESEA (P.L. 89-10)

A. Name and Address of Local Agency Cedar Rapids Community Schools		B. Funds for Handicapped Children \$							
C. Project Number	D. Budget Period: FY76	Beginning July 1, 1975	Ending June 30, 1976						
E. Expenditure Accounts									
FUNCTIONAL CLASSIFICATION	ACCT. NO.	SALARIES		CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	OTHER EXPENSES	TOTAL EXPENDITURES
		PRO-FESSIOAL	NON PRO-FESSIOAL						
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1. Administration	100	7,126.70	4,536.95		275.00	912.15		3,018.64	15,869.44
2. Instruction	200	21,325.07	6,229.20		2,486.15	5,922.40			35,962.82
3. Attendance Services	300								
4. Health Services	400								
5. Pupil Transp. Serv.	500								
6. Operation of Plant	600								
7. Maint. of Plant	700								
8. Fixed Charges (Except 830)	800	4,071.02	1,596.49						5,667.51
9. Leasing of Facilities	830								
10. Food Services	900								
11. Student Body Activ.	1000								
12. Community Services	1100	2,863.92	1,512.32						
13. Improvement to Sites	1210C								
14. Remodeling (\$2,000 or less)	1220C								
15. Capital Outlay (Equipment Only)	1230								
16. Total Budget (Expenditures)		35,386.71	13,874.96		2,761.15	6,834.55		3,018.64	61,876.01
17. LEA Funds									
18. Title III Funds		35,386.71	13,874.96		2,761.15	6,834.55		3,018.64	61,876.01
19. Title III Grant									
20. Unexpended balance of Title III Funds (Line 19, Col. 10 minus Line 18, Col. 10)									

THIS FISCAL REPORT IS CORRECT AND THE EXPENDITURES INCLUDED HEREIN ARE DEEMED PROPERLY CHARGEABLE TO

Signature of Person Authorized to Receive Grant

Date Reported 4-30-75

COST-ESTIMATE WORKSHEET

Task/Item No. Management

Expense Classification	Admstrn 100	Instrn 200	FixChg 800	ComSvc 1100	CapOut 1230
3. Salaries, Professional	<u>7,126.70</u>		<u>926.47</u>		<u>8,053.17</u>
4. Salaries, Non-professional	<u>4,536.95</u>		<u>589.80</u>		<u>5,126.75</u>
5. Contracted Services					
6. Materials and Supplies					
7. Travel (and Mileage)					
8. Equipment					
9. Other Expenses					
TOTAL EXPENDITURES	<u>11,663.65</u>		<u>1,516.27</u>		<u>13,179.92</u>

Expense Class	Name and Title, Purpose, or Item	Project Time ACCOUNT NUMBER	Part	Quantity	Salary, Rental or Unit Cost	Amount Budgeted
3-100	Project Director Diaz, A.P.	81- 118.02	10 days		26,108.00	1,115.
	Project Evaluator Hatch, Beth	117.06	.05		21,294.00	1,064.
	Project Manager Filip, Lynda	122.08	.25		16,725.79	4,181.
	Project Leader, Contingency Management Hronek, Judy	122.09	.02		11,835	236.
	Project Leader, Voluntary Programs Fry, Greer	117.07	.05		10,575	528.
3-800	Sub Total					7,126.
	Fixed Charges, 13%					926.
	Sub Total					8,053.
4-100	Project Secretary Sisson, Connie	119.02	.75		6,049.27	4,536.9
4-800	Fixed Charges, 13%					589.8
	Sub Total					5,126.7
	TOTAL					13,179.9

COST-ESTIMATE WORKSHEET

Task/Item No. Materials & Supplies
Travel & Mileage

Expense Classification	Admstrn 100	Instrn 200	FixChg 800	ComSvc 1100	CapOut 1230
3. Salaries, Professional	_____	_____	_____	_____	_____
4. Salaries, Non-professional	_____	_____	_____	_____	_____
5. Contracted Services	_____	_____	_____	_____	_____
6. Materials and Supplies	275	2,486.15	_____	_____	2,761.15
7. Travel (and Mileage)	912.15	5,922.40	_____	_____	6,834.55
8. Equipment	_____	_____	_____	_____	_____
9. Other Expenses	_____	_____	_____	_____	_____
TOTAL EXPENDITURES	1,187.15	8,408.55	_____	_____	9,595.70

Expense Class	Name and Title, Purpose, or Item	Project ACCOUNT NUMBER	Time Part	Quantity	Salary, Rental or Unit Cost	Amount Budget
	<u>MATERIALS & SUPPLIES</u>					
6-100	Administration				275	275
2-200	Instructional					
	Croft Inservice 775.00					
	Ad Hoc Grouping 762.75					
	Volunteer 310.00					
	RE 48.00					
	RSS 590.40					
	<u>2,486.15</u>					2,486.15
	<u>TRAVEL (AND MILEAGE)</u>					
7-100	Administration-Mileage 912.15					912.15
7-200	Instructional - Travel					
	Croft Inservice 1,000.40					
	Ad Hoc Grouping 1,000.00					
	Volunteer 1,222.00					
	RE 1,000.00					
	RSS 1,200.00					
	Evaluation 500.00					
	<u>5,922.40</u>					5,922.40
						<u>9,595.70</u>
		97	48			

COST-ESTIMATE WORKSHEET

Task/Item No. Publications

Expense Classification	Admstrn 100	Instrn 200	FixChg 800	ComSvc* 1100	CapOut 1230
3. Salaries, Professional			372.30	2,863.92	3,236.22
4. Salaries, Non-professional			196.60	1,512.32	1,708.92
5. Contracted Services					
6. Materials and Supplies					
7. Travel (and Mileage)					
8. Equipment					
9. Other Expenses					
TOTAL EXPENDITURES			568.90	4,376.24	4,945.14

*Publications

Expense Class	Name and Title, Purpose, or Item	Project ACCOUNT NUMBER	Time Part	Quantity	Salary, Rental or Unit Cost	Amount Budgeted
3-1100	Project Manager, Reading Specialist Filip, Lynda	81- 122.08	.15		16,725.79	2,508.
	Project Leader, Contingency Management Hronek, Judy	122.09	.03		11,835.00	355.
	Sub Total					2,863.
3-800	Fixed Charges, 13%					372.
	Sub Total					3,236.
4-1100	Project Secretary Sissen, Connie	119.02	.25		6,049.27	1,512.
4-800	Fixed Charges, 13%					196.
	Sub Total					1,708.
	TOTAL					4,945.

COST-ESTIMATE WORKSHEET

Task/Item No. Dissemination

Expense Classification	Admstn 100	Instrn 200	FixChg 800	ComSvc 1100	CapOut 1230
3. Salaries, Professional		21,325.07	2,772.25		24,097.32
4. Salaries, Non-professional		6,229.20	809.79		7,038.99
5. Contracted Services					
6. Materials and Supplies					
7. Travel (and Mileage)					
8. Equipment					
9. Other Expenses					
TOTAL EXPENDITURES		27,554.27	3,582.04		31,136.31

Expense Class	Name and Title, Purpose, or Item	Project Time ACCOUNT NUMBER	Part	Quantity	Salary, Rental or Unit Cost	Amount Budgeted
3-200	Reading Specialist Filip, Lynda	81- 122.08	.60		16,725.79	10,035.4
	Project Leader, Contingency Management Dronek, Judy	122.09	.55		11,835.00	6,509.2
	Project Leader, Volunteer Program Fry, Greer	117.07	.15		10,575	1,586.2
	Project Evaluator Hatch, Beth	117.06	.15		21,294	3,194.1
3-800	Sub Total					21,325.0
	Fixed Charges, 13%*					2,772.2
4-200	Associate I Dietz, Barb	142.04	1.00		4,494	4,494
	Associate III Griffin, Linda	142.04	.50		3,470.40	1,735.2
	Sub Total					6,229.2
4-800	Fixed Charges, 13%*					809.7
	Total					31,136.3
*Fixed	Charges, 13%: FICA 5.85 IPERS 3.50 Medical 2.25 Life/Acc 1.40	99	50			

COST-ESTIMATE WORKSHEET

Task/Item No. Other Expenses

Expense Classification	Admstn 100	Instrn 200	FixChg 800	ComSvc 1100	CapOut 1230	
3. Salaries, Professional	_____	_____	_____	_____	_____	_____
4. Salaries, Non-professional	_____	_____	_____	_____	_____	_____
5. Contracted Services	_____	_____	_____	_____	_____	_____
6. Materials and Supplies	_____	_____	_____	_____	_____	_____
7. Travel (and Mileage)	_____	_____	_____	_____	_____	_____
8. Equipment	_____	_____	_____	_____	_____	_____
9. Other Expenses	<u>3,018.64</u>	_____	_____	_____	_____	_____
TOTAL EXPENDITURES	<u>3,018.64</u>	_____	_____	_____	_____	_____

Expense Class	Name and Title, Purpose, or Item	Project ACCOUNT NUMBER	Time Part	Quantity	Salary, Rental or Unit Cost	Amount Budgeted
9-100	<u>OTHER EXPENSE</u> Teleph & Teleg Postage Indirect Costs					600 500 1,918.64 3,018.64
	100	51				

INITIAL APPLICATION

PART IV

ASSURANCES

THE APPLICANT HEREBY GIVES ASSURANCE TO THE CHIEF STATE SCHOOL OFFICER THAT:

1. The applicant has the necessary legal authority to apply for and receive the proposed grant.
2. The activities and services for which assistance is sought under this Title will be administered by or under the supervision of the applicant;
3. In planning the program proposed in the application, there has been, and in establishing and carrying out that program, there will be participation of the appropriate cultural and educational resource(s) of the area to be served, including persons representative of the interests of potential beneficiaries;
4. Funds under Title III of the Act will be used to supplement and not supplant state and local funds expended for educational purposes and, to the extent practical, increase the fiscal effort that would in the absence of such funds be made by the applicant for educational purposes;
5. The applicant will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulations of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to the title, to the end that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under activity for which the applicant receives Federal financial assistance from the Department. (The assurance of compliance (HEW 441), or court order, or desegregation plan previously filed with the U.S. Office of Education in accordance with the Department of Health, Education, and Welfare Regulations applied to this application); (copy attached)

6. The project will be operated in compliance with Public Law 89-10 (as amended) and with regulations and other policies and administrative issuances by the Chief State School Officer, including submission of such reports as may be required.
7. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application. (Attach copy of authorizing document(s);
8. The project will be operated only as it is consistent with the applicable provisions of Title III of the Act and makes provisions for the participation of children enrolled in nonprofit private schools in the area to be served, to the extent consistent with the number of such children whose educational needs are of the type served by the project;
9. No board or staff member of a local educational agency will participate in, or make recommendations with respect to, an administrative decision regarding a program or project under Title III of the Act if such a decision can be expected to result in any benefit or remuneration, such as a royalty, commission, contingent fee, brokerage fee, consultant fee, or other benefit to him or any member of his immediate family;
10. All equipment acquired under Title III of the Act will be used for the purposes specified in the approved project proposal, and such equipment will be subject to the administrative control of the recipient local educational agency;
11. The combined local and state fiscal effort for free public education provided by that agency for the preceding fiscal year was not less than such combined fiscal effort for that purpose for the second preceding fiscal year, and that the local project application for participation under Title III of the Act will provide data for the two preceding fiscal years.

Thomas R. White, Administrative Assistant for Federal Programs, is authorized to receive and administer such funds as may be granted by the U.S. Office of Education pursuant to the attached application.

I, Thomas R. White, do hereby certify that all of the facts, figures, and representation, including all exhibits and attachments hereto and hereby made a part of this application, are true and correct to the best of my knowledge and belief.

Dated: 4/25/75

Cedar Rapids Community School District
(Legal name of applicant)

BY Thomas R. White
(Signature of authorized representative)

Adm. Asst. for Federal Programs
(Representative's title)

NOTARY PUBLIC: Subscribed to before me this,

April 25, 1975 Cedar Rapids Iowa
(City) (State)

Notary
Public
Seal

SIGNATURE OF NOTARY PUBLIC D. Luene Skogren

DATE NOTARY'S COMMISSION EXPIRES: Sept. 1975

APPENDIX I

SUMMARY: ORIGINAL NEEDS ASSESSMENT

ORIGINAL NEEDS ASSESSMENT

The planning period assessment of needs proceeded on the assumption that functional competency in the basic skills has been, for many years, and continues to be a long-standing goal of the Cedar Rapids Community Schools.

Early in the 1970-71 school year, a Primary Reading Task group was organized to provide input information necessary to assist in making decisions regarding program maintenance and modification. In conjunction with an in-depth review of reading-related literature, research and programs, the task force designed an information-gathering process aimed at assessing local needs in the area of primary reading. Instruments were designed to gather baseline data on which to base the initial and continuing modification of the primary reading program. Several discrete types of data were gathered, both by the reading task force, some related school services, and a community agency.

The Reading Task Force gathered the following:

- 1.) Six-week reading surveys. The first of these surveys was sent out in mid-October, 1970, to be filled out by all first, second, and third grade teachers. From these surveys, building and district-wide progress through the basal reading series was charted by the Research Department.

2.) Behavioral Observations. As a method for assessing in-service needs, the task force decided to observe activities of first grade students during the time set aside by the teacher for morning and afternoon reading groups.

For this purpose, an observation checklist was cooperatively drawn up by Reading Task Force members. This checklist was field tested repeatedly and subjected to a series of revisions. After a training session using videotapes, a team consisting of twelve first grade teachers, one principal and members of the Department of Curriculum and Instruction made visitations to every first grade classroom in the District to observe a random sample of students. Data derived from these observations was presented to all elementary principals and to selected first grade teachers at a one-day seminar held over the Christmas holidays. Recipients of the information were asked to discuss and interpret it, with emphasis on practical application of findings.

3.) In-depth Sampling. A random sample of 200 first grade students was tested early in May using one of seven instruments constructed by the members of the Reading Task Force. These instruments were prepared by a.) eliminating all untestable items from a list of behavioral objectives contained in the first through third grade Scott-Foresman Reading series, and compiled during the summer of 1970 by the Primary Reading Consultant, b.) formulating a list of nine behavioral objectives that a consensus of first grade

teachers felt every first-grader should be able to accomplish, and c.) selecting, by matrix sampling methods, those items to be included in each instrument.

4.) Teacher Sampling of Reading Behaviors. In order to determine the extent to which teachers are able to specify the percentage of students in their class in relation to accomplishment of specified reading objectives, questionnaires were sent to all first through third grade teachers in early May. Each teacher was asked to estimate the percentage of her class that was able to meet each of 36 behavioral objectives. These results were collated with those of the in-depth sampling of students.

5.) The Gates-MacGinitie Reading Test. This test was selected as a standardized measure of reading achievement in grades one through four. The test was administered late in May, 1971, and in successive years, to provide a continuous needs assessment, as well as product information.

6.) Survey of Teacher Preparation in Teaching of Reading. Examination of college transcripts of primary teachers indicated that preparation of primary teachers is tending towards courses of a general nature. Specific courses in the teaching of reading appeared in the credentials of only slightly more than one-third of the teachers with less than two years of experience.

Related School Services

1. Survey of Teacher In-Service Needs - more than 221 teachers (77, as top priority; 144, may attend) requested an in-service course in reading diagnosis for the school year 1971-72. These requests ranked second in priority out of a list of 107 requests.
2. First-year Teacher Survey - primary grade teachers completing their first year of service in the District evidenced the following problems:
 - a. need to provide enrichment for superior students (63%)
 - b. difficulty in finding time to "keep current" in subject matter being taught (63%)
 - c. providing needed remedial instruction within the classroom (34%)
 - d. motivating students to satisfactory achievement (47%)
3. On May 6, 1971, the Executive Director of Curriculum and Instruction presented the elementary principals with two proposed options for use of classroom teachers as building team leaders or as members of a building reading cadre and also for certification, training and use of volunteer tutors (Figure 4). Thirty-two (all) elementary principals supported the first option; 30 favored the second one (tutor certification, training, and use of tutor volunteers), and the two who did not state preference for the second option felt they had sufficient other options and support at this time.

Community Agent - Hawkeye Area Community Action Program (HACAP)

1. HACAP, funded by a combination of OEO and local resources, coordinates the efforts of a large group of volunteers. In specifically applying the use of these volunteers to the LEA's elementary schools, an attempt has been made to serve the students' needs in areas other than the academic. A survey by the agency shows need for tutor training and for follow-through with teachers and tutors. The agency has made the survey available to the LEA and is very cooperative in affording the LEA additional information as requested.

Scope and Severity of the Problem

Reading achievement scores and other samples of reading-related pupil behaviors appear to be only symptomatic of an underlying cause. Several potential causal factors have tended to reappear during data analysis. They are discussed briefly in the following paragraphs.

Teacher Preparation. Preparation of primary teachers is tending towards courses of a general nature. Specific courses in the teaching of reading appear in the credentials of only slightly more than one-third of the teachers with less than two years experience employed in this district in grades one through four. Usually their training has been limited to such courses as "Language Arts and Reading" or "Elementary Education." Considering a normal staff turn-over of 20 per cent, the need for intensive training in the teaching of reading appears to be critical.

Access to Alternate Treatments. Even when teachers are aware of diagnostic and prescriptive techniques, most teachers, necessarily preoccupied with classroom control and teaching the basal reading program, are unable to accommodate a wide range of differences among the 25 to 30 children in a standard classroom. "Independent activity" or "seat work" is invariably paper and pencil activity, limited to supplementary materials accompanying the basal reading series. (Little evidence of media use other than printed materials was noted and only rarely were para-professionals observed providing tutorial (one-to-one) services directly related to reading.)

Restricted Schedule of Reenforcement. In effect, reenforcements tend to be incidental and/or institutionalized -- letter grades, penciled notes on completed papers. (No evidence of carefully managed reenforcements contingent on desirable behavior was observed.) Frequent non-productive behavior implies the need for an improved system of motivation.

The following conclusions were drawn from the study of pertinent literature and research:

1. The classroom teacher is the single most important factor in whether, and how well, a child learns to read. What teachers do makes a difference in pupil achievement, even when the teacher's initial skills, achievement and own teaching experience is accounted for.
2. Most of the present methods and materials for teaching reading are of benefit to some children, but no one method works for all children. In the First Grade Studies sponsored

by USOE, children in the basal program read significantly more books than those in the contrasting programs, while children in a basal plus phonics system showed the most positive attitudes toward reading.

3. Diagnostic teaching is necessary if children are to succeed in reading. Fifteen percent of the children in the United States need special corrective work. Ninety percent of the teachers who responded to a questionnaire about needs in teaching reading wanted more information about corrective methods.
4. Teaching should be carried on by enthusiastic teachers trained in identifying reading skills and in matching problems with appropriate corrective techniques and materials.
5. Training teachers in motivational techniques can increase school achievement.
6. Tutors, both high school students and volunteers from the community, can be an asset to the classroom teacher in tutoring children in specific needs.

The target population of the three-year Project was all public and non-public students in grades one through four (approximately 8,552), all public and non-public teachers in grades one through four (approximately 358), and all community volunteers interested in becoming part of the Project.

APPENDIX I

Descriptions of Project Materials

Samples of Project-developed materials:

Reading Skills Stations Notebook

Word-Attack Skills Practice Sheets

Reading Comprehension Skills Stations

Games Book

Reinforcing Events Booklet

Reading Skills Task File

Project materials are described in the
following booklet:

<u>Material</u>	<u>Page</u>
Reading Skills Stations Notebook.....	10 & 11
Word-Attack Skills Practice Sheets.....	15
Reading Comprehension Skills Stations.....	15
Games Book.....	7
Reinforcing Events Booklet.....	8
Reading Skills Task File.....	15

TEACHER OBJECTIVE

The student will recognize the short vowel sound and place it with the correct letter.

STUDENT OBJECTIVE

You will say the name of each picture and place it with the correct vowel.

DIRECTIONS FOR STUDENT

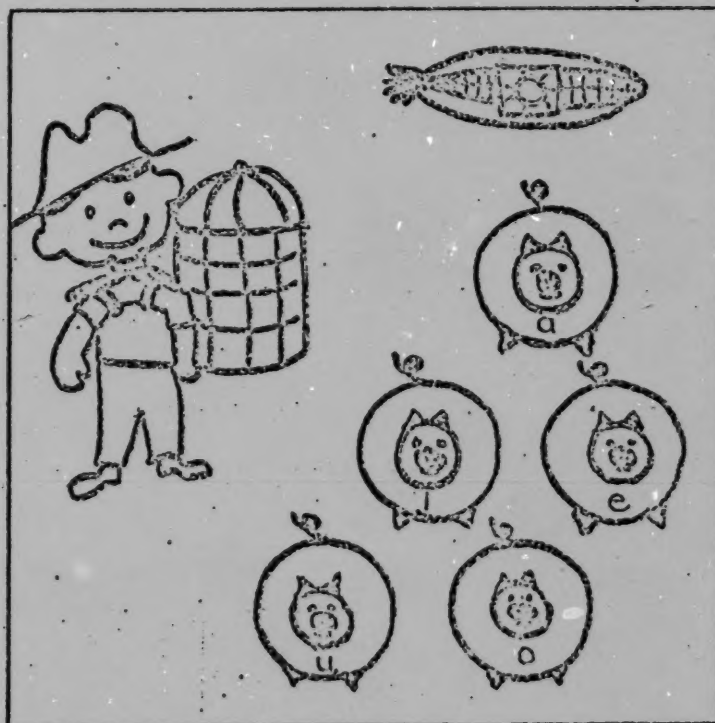
1. Take corn out of silo.
2. Look at the corn to feed Farmer Brown's pigs.
3. Say the name of the picture on the corn.
4. Feed the corn to the pig with the correct vowel.
5. Take the answer sheet out of the envelope and correct your work.

MATERIALS NEEDED

1. Farmer Brown standing by silo (Pringles can)
2. Ears of corn with vowel pictures on them
3. 5 pigs on cups with vowel letters written on them
4. Answer sheet

NOTE TO TEACHER

Evaluation: Self checking



Sample: Study Sheet

Fill the right word in the blank.

1. Hey, look at that _____ way at the top of the tree.
squirrel squid squeak
2. It is lots of fun to _____ in the mud in the spring.
split splat splash
3. I can't _____ until I finish my work.
quick quit quake
4. I really had to _____ when I saw Creature Feature
on T.V.
screech scratch scream
5. Some clothes _____ when you wash them in very hot water.
shrink shrill shrug
6. Tom _____ the ball too hard and broke the window.
through threw thrill
7. Step on the _____ and see how much you weigh.
scale scab scat
8. The little mouse made a tiny _____ when the cat almost
ate him.
squish squash squeak

Project BASIC Reading

Cedar Rapids, Iowa

P7

65

READING COMPREHENSION SKILLS CATEGORY

Classification

TEACHER OBJECTIVE

Given a set of pictures, the student will be able to classify into groups.

STUDENT OBJECTIVE

Put pictures into the correct groups.

DIRECTIONS FOR STUDENT

1. Take the cards from the envelope.
2. Look at each card carefully. Decide which store you would go to to buy that thing.
3. Put the picture in the right store.
4. Have your work checked.

MATERIALS NEEDED

1. Two manila folders
2. Pictures of different items to be bought

NOTE TO TEACHER

This station could also be made out of shoe boxes, or other boxes decorated as stores. The students could help with the boxes or make them themselves.

The names of the stores could be changed by using tape on the signs. (Harry's Hardware, Carrie's Candy Shop) They could then put the correct pictures in the boxes. They could use the phone book to look up different names of stores. This could be extended and the children could make an entire town with streets etc. if this went along with your social studies program.

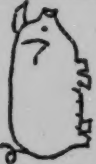
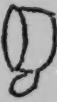
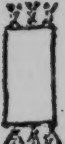


FINAL CONSONANTS

OBJECTIVE: Reinforce recognition of final consonant sounds of g, p, t, and x.

TO MAKE: Game board - railroad board 9" x 12" divided into 9 squares. Each square has small picture of object ending with g, p, t, and x. Name of object is printed below it with final consonant missing. Make 2" x 3" cards that have matching picture only with complete word printed below picture. You will also need several small letter cards. You will also need several small letter cards with the missing consonants printed on them.

TO PLAY: Give the child the small letter cards to match on the front. Then let the students check with the matching cards.

 cu—	 pi—	 si—
 ca—	 fo—	 ba—
 cu—	 ru—	 ba—

CONSONANT LOST

OBJECTIVE: Hear the location in the word of a particular consonant.

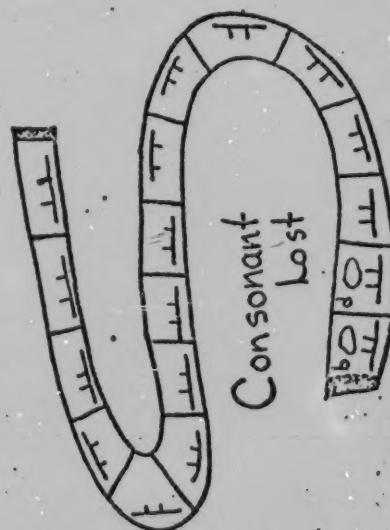
TO MAKE: Simple trail game on railroad board or oak tag with approximately 27 spaces in addition to start and finish. On each space is a picture of an object cut from old dictionaries or workbooks. In the upper left-hand corner is a consonant that is heard somewhere in the picture. Below each picture is a divided line thus:

--	--

. Also needed is a spinner or dice and small buttons for margin men.

TO PLAY: Go to space indicated by arrow or dice. Player places his button on location of consonant in word (beginning, middle, or end.) If incorrect, player must move back one space.

WINNER: First to reach end of trail (exact count of dice or spinner).

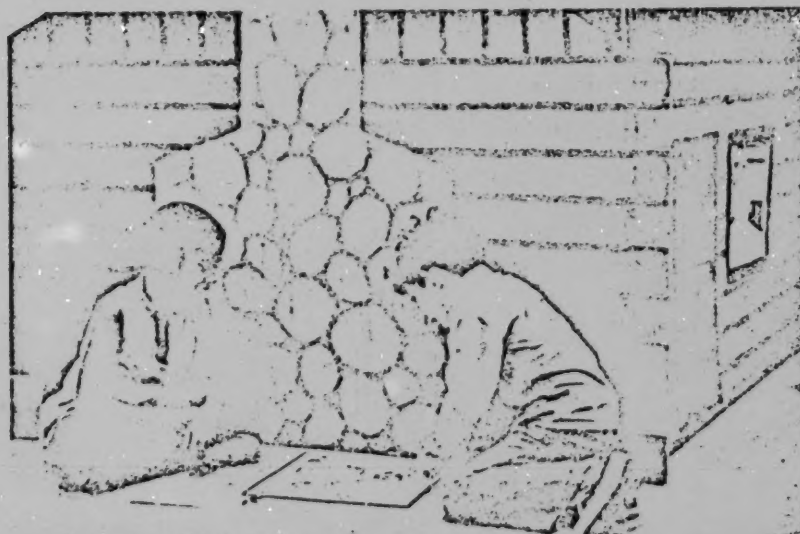


"The children look forward to being in the log cabin (RE center) and doing an activity of their choice. We feel that it has favorably motivated the children toward better habits."

Mrs. Daft, Kenwood School, has discovered that her second grade students enjoy spending points earned for "being a good worker, better listener, and showing improvement in school work" at the log cabin in the back of the room.

The RE center in Mrs. Daft's room is open on Tuesday, Wednesday, and Thursday for fifteen minutes, and on Friday for 25 minutes. Students can choose to spend time in the area or continue working on tasks if they desire to save points or to accumulate additional points before spending them on a special activity which requires a high number of points.

Students can choose from a variety of activities while in the log cabin. Some spend points at the typewriter, others work on games and puzzles, and still others spend their time reading for enrichment. The Friday Special Menu includes a "read and feed" activity. Students munch on peanuts, popcorn, or pretzels while reading "just for fun." Other Friday Specials include puppets and a puppet theater, craft activities, and films. The activities on the "daily" and "Friday Special" Menus will change depending on the interest of students and suggestions from students will be considered.



Sample: Reading Skills Task File

RST Prescriptive Unit

Reading Skill Task No. 11 C-M Skills P-11

Objective of RST The learner will hear short vowel sounds.

☐ Individual ☒ Group 3-6
☐ Teacher ☒ Tutor ☐ Self-teaching ☒ Peer
 Reading Level _____ Grade Level 2-4
☐ Auditory ☒ Visual ☒ Kinesthetic ☐ Combination

Approximate time needed 30 min ☒ Male ☒ Female

Resources Needed (No.)

Source

Lucky Duck Card Game

T.R.C.

Lyons and Carnahan Kit A

Instructions (To teacher, paraprofessional, volunteer)

Modify. Each player is dealt five cards. First player spins Spinner Board Arrow. Arrow points to a picture with a short vowel sound. Player must match this sound by discarding face up one picture-word card having the same short vowel sound. Each player does the same. The player who runs out of cards first wins.

Described by _____

Date _____

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APPENDIX III

NEWS REPORT

“Johnny Can

By Judy Daubenmier

American schools were lambasted several years ago by critics who claimed the schools could not teach youngsters how to read.

People were wondering, “Why can’t Johnny read?”

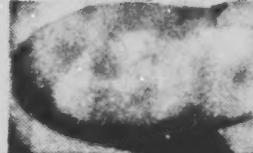
In 1970, the Cedar Rapids Community school district began to wonder how, and formed a primary reading task force to investigate the problem.

The result was a federally funded project which significantly increased the reading skills of youngsters in grades one through four.

Project Basic Reading is now in its fourth year of operation as a Title III elementary and secondary education act project.

According to Lynda Filip, reading specialist, and Beth Hatch, evaluation coordinator, the project has done what it aimed to do.

...



Judy Daubenmier

Report Card

The Project Basic staff has displayed the project’s materials at regional education fairs and is planning a two day workshop this spring open to teachers from the entire state. By disseminating information about the successful project and how to duplicate it, Dr. Hatch said, the district will prevent other school districts from having to spend money to “re-invent the wheel.”

Dr. Hatch is not sure what will happen to the project after the grant expires. One thing is certain: the impact will be felt for years to come.

Read” in Cedar Rapids

schools in 1972, for example, the average first grader’s scores in vocabulary were higher than were the scores of children who were first graders in 1971.

By 1973 and 1974, the average scores of first graders were higher in 100 percent of the school buildings than they were in 1971.

Between 1971 and 1974, the average scores of first graders taking the test rose from 48 to 54 on the vocabulary section.

For second graders in 1972, the average vocabulary scores were higher at 78 percent of the elementary schools than they were in 1971. In 1973, the scores were higher in 90 percent of the schools, and by 1974, the figure was 96 percent.

The data prepared by Dr. Hatch further shows that average scores of youngsters who were in first grade in 1971 rose

from 48 in that year to 53 by the time those youngsters were in fourth grade in 1974.

...

The fact that the district was able to prove, through statistical evidence, that the project had been successful, and to demonstrate that the project could be “exported” to other school districts led to a \$65,000 dissemination grant for the current year.

For example, Linn-Mar school district is adopting part of Project Basic Reading in its elementary grades.

The district has received numerous requests from other school districts for information about the project as a consequence of articles in two national publications on federal projects — “Innovative Education Practices”, and “The Title III Quarterly”.

→

“There is so much going on in the classrooms now. Everybody has their kids working — in groups in the hall, in the corner, in the library. They are not just lined up in rows doing a worksheet.”

By being involved in Project Basic Reading, Mrs. Filip said, the teachers gained expertise in using volunteers, and in managing a variety of resources and people.

As a result, the ad hoc grouping technique has filtered into subject areas other than reading and has been adopted at schools which were not demonstration sites.

The proof of the project, however, is in test results.

The Gates MacGinitie reading test, a standardized reading test given throughout the district, shows significant increases in reading vocabulary scores of students in grades one through four, according to Dr. Hatch.

The test has been administered each May for four years, beginning in 1971. Results for first through fourth graders for each of the years 1972, 1973, and 1974 were compared with the scores of children who were first through fourth graders in 1971.

In 86 percent of two schools, first grade’s 28 elementary

“Our initial survey of national research and local investigation indicated that the teacher factor is the crucial factor in a child’s learning to read,” according to Mrs. Filip. “Therefore, we were concerned with helping the teacher.”

“Along with this was the fact that a lot of teachers just do not have specific training in the teaching of reading. This was evident in their credentials and surveys of teachers.”

A third factor in deciding to apply for the grant was the emphasis the Cedar Rapids Community school district has been placing on basic skills in recent years.

“We put that all together and came up with the basic goal to improve the reading of children in grades 1-4 and we have,” said Mrs. Filip.

Over the last four years, the project has operated at a total of 10 demonstration sites for a period of nine weeks each. Jackson, Harrison, Truman, Grant, Wright, Hoover, St. Jude’s, Erskine, Garfield, and presently Pierce, have served as demonstration sites because teachers and principals in those buildings indicated a desire to participate.

While serving as demonstration sites, the schools received special help from the Project Basic Reading staff in the form of assistance in testing their own pupils and in obtaining help work in the classroom.

Since all the elementary schools in the district could not be demonstration sites, the Project Basic staff provided in-service training to all teachers in grades 1-4, thus involving those students in a less direct way than the demonstration schools.

Each of the 277 first through fourth grade teachers in the district attended an average of 36.6 hours of in-service training in such things as "word-attack" skills. That's roughly what adults will remember as phonics, word endings, and prefixes.

"This whole thing has been done because of teacher willingness," according to Dr. Hatch. "Teachers attended those meetings all on their own time voluntarily, they received no compensation and no in-service credit for the courses."

Teachers willingly shared ideas and strategies. "The Project Basic staff certainly didn't come up with all these ideas by ourselves," she said.

Implementation of the program in the demonstration sites involves ad hoc grouping of children, volunteer help, special reinforcement activities, and pre- and post-testing.

Mrs. Filip said the program operates on a "pre-test and post-test cycle". Youngsters who exhibit difficulty in a specific reading area, such as recognizing vowel sounds, on a pre-test are grouped together with a teacher.

Youngsters with another type of reading problem are grouped together also.

These "ad hoc groups" cut across grade levels, ages, and classes, according to Mrs. Filip. The flexible groupings meet for about 30 minutes daily for anywhere from two or three days, to 10 or 15 days, depending on how long it takes the youngsters to demonstrate on a post-test that they have mastered the skill being worked on.

These ad hoc groups do not replace regular reading instruction, but supplement it.

While teachers are working with these small groups of students, Mrs. Filip said, other activities had to be found for the remaining youngsters.

That is the contribution of the volunteer program, begun by Greer Fry, community agent for Project Basic.

...

Through her efforts, 888 community volunteers were enlisted who donated 21,761 hours during the first three years of the project to helping youngsters learn to read.

Volunteers have included mothers, fathers, grandparents, and "mini-tutors" — high school or older elementary students who are released from their regular classes to assist in the classrooms.

The volunteer program has now been expanded and includes workers in all subject areas, not just reading, as a result of its success in Project Basic Reading.

In typical classrooms, small groups of students will be working with volunteers, while others are working on research skills in the library or engaged in instructional games or activities.

Judy Hronek, motivation specialist for the project, devised 151 such activities for reading skills stations designed to give youngsters practice in specific reading skills.

Students can work at the stations alone, with a tutor, or other students.

Volunteers have also helped make educational games at game-making sessions or in their own homes.

The outcome, according to Dr. Hatch, is that "teachers are using a significantly greater variety of teaching techniques."

"We felt in order to meet the variety of ways children learn — through touch, vision, and sound — we would have to present a variety of techniques that would appeal to these different channels of learning," she said.

...

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The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.



Purpose

To provide an overview of this Project's major objectives and results.

To describe components and materials developed by the Project.

To share with other schools or school districts an approach which can result in the improvement of teacher skills and children's reading skills at grade levels 1-4.

Project BASIC Reading

Project BASIC Reading
was designed to

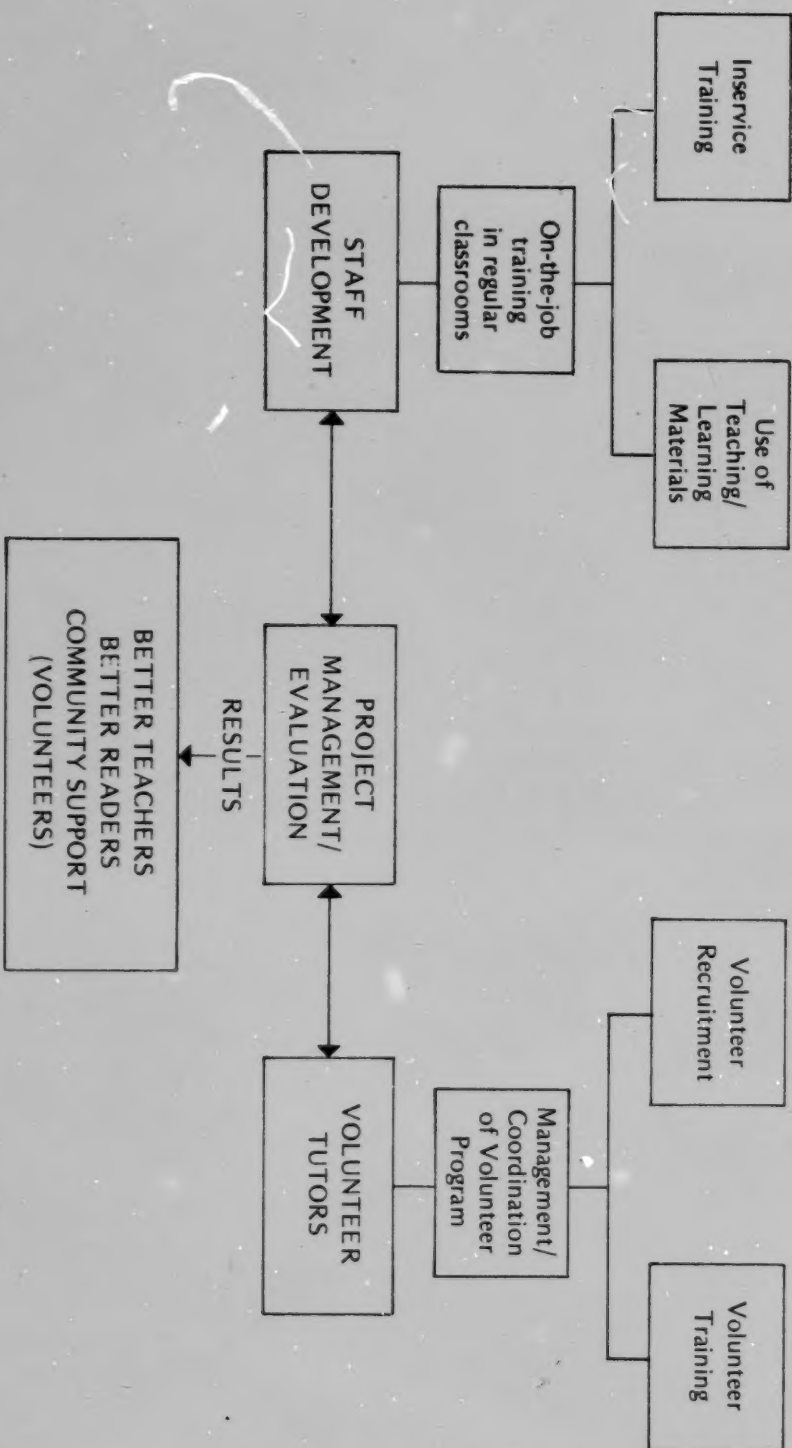
Project-supported activities
have resulted in
significant growth* in

- help children in grades 1-4 become better readers
- by
- providing classroom teachers with inservice training and volunteer support
- standardized reading vocabulary test scores of children in grades 1-4
- teacher use of a wide variety of teaching/learning strategies and materials.
- support from community volunteers recruited and trained to assist classroom teachers
- mastery of word-attack skills by experimental groups taught through objective-based group management (ad hoc grouping)

The President's National Advisory Council on Supplementary Centers and Services granted the project the Pacesetter Award for "... contributions to experimentation, creativity, and innovation in education ...".

*Detailed statistical evaluation report available upon request.

OVERVIEW: PROJECT BASIC READING



Project Development

Project BASIC Reading operated from 1971-1974 as a Title III innovative practices project. During these three years, inservice units, instructional materials, and consultative services were developed. During the 1974-75 school year these Project components were made available to a limited number of adopter schools wishing to effect:

1. Improved word-attack skills of children in grades 1-4.
2. Teacher inservice in diagnosing and teaching specific word-attack skills.
3. Teachers' use of a wider variety of instructional techniques and materials.
4. Teachers' skill in the use of motivational techniques.
5. A well-organized program to recruit and train volunteers to assist teachers.

6. An instructional management system for word-attack skills, based on instructional objectives, and using a pretest/instruction/post test cycle.

The project staff consists of:

Director
Evaluator
Contingency Management Specialist
Volunteer Coordinator
Reading Specialist
Secretary
Paraprofessionals (Teacher Associates)

The time allotted for each of these positions has varied from year to year depending on the objectives to be achieved. It is these staff members, advised by non-Project curriculum coordinators, who developed the components and materials which are described in the following pages.



Better teachers
make better readers

Component: Volunteer Program

Volunteers provide a major resource to classroom teachers. The Volunteer Coordinator developed a program which resulted in an increase of volunteers from 150 to 900 during the first three years of the Project.

At the building level, the recruitment of a parent volunteer to coordinate the recruitment, training, and placement of volunteers is essential. To assist the building-level volunteer coordinators in program management, the Volunteer Coordinator has designed a major activities calendar.

Volunteers are encouraged to attend orientation and training sessions, which are conducted by pro-

fessional staff. Volunteers are also offered a choice of training sessions in specific skills areas.

For teachers, the Volunteer Coordinator conducts a professional credit inservice course, "Working Effectively with Volunteers".

Volunteers are encouraged to offer their particular skills and interests to teachers needing assistance with

Tutoring: Working one-to-one or with small groups of children.

In-class Assistance: Helping children in the classroom while the teacher works with a small group.

Clerical: Preparing masters, doing record keeping, and making learning materials.

At Home: Constructing materials and doing clerical work at home.

Special Enrichment: Helping children with a craft or special activity which is related to a unit of study.



Tutoring



In-class Assistance



Clerical



At Home



Special Enrichment

Volunteers and their cooperating teachers requested a resource book of ideas for helping children to practice skills. The Volunteer Coordinator and an assistant developed the **Games** book, a collection of reading and math games which are widely used by classroom teachers. Each game description is accompanied by a sketch.



Better teachers
make better readers

Component: Positive Reinforcement Techniques

"Catch'em being good" summarizes the philosophy underlying the use of positive reinforcement techniques in the classroom. Using these techniques, the teacher can increase the chance of a child repeating a desired behavior (e.g., completing an instructional task, modifying work habits) by using a reward system.

Two inservice activities prepare the teacher for the use of positive rein-

forcement in the classroom. Each teacher studies a programmed text, *How To Use Contingency Contracting in the Classroom*, by Lloyd Homme. In a subsequent two-hour session, teachers view a filmstrip/tape, and discuss their feelings about the use of extrinsic rewards.

The Project staff assists adopters in planning Reinforcing Events (RE) Areas, which often incorporate attractive tri-ply cardboard units to provide areas in which children can spend points earned in the reward system. The RE Areas often include a craft corner, a games (instructional or recreational) spot, and always an attractive nook to encourage reading for pleasure or information.

The Reinforcing Events Areas Booklet consists of twelve pages of photographs of RE Areas and teachers' descriptions of how the areas have been used in their classrooms.



Better teachers
make better readers

Component: Reading Skills Stations

The skills station is an invitation to learn, to explore, and to discover. It is teacher-constructed but student-directed. It is designed to encourage self-direction and self-motivation of the individual child.

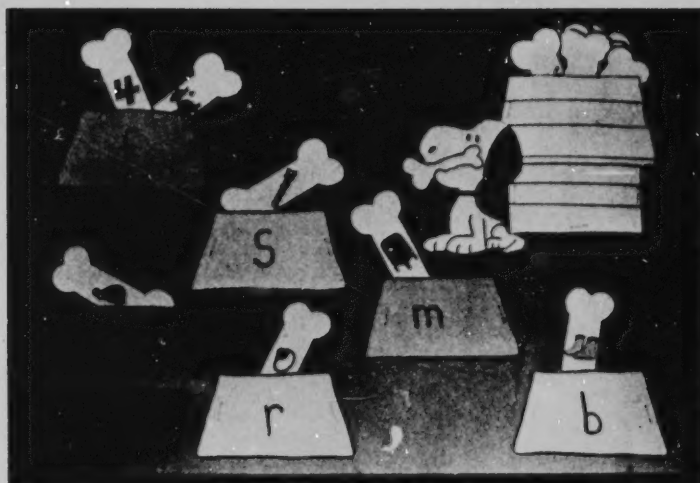
In order to facilitate effective use of Reading Skills Stations, the Project

offers training sessions in the management and construction of reading skills stations. The sessions include slides to display different station formats and management ideas.

The **Reading Skills Station Notebook** was designed by the Project's Contingency Management Specialist and an assistant. The Notebook includes 151 station designs, at least five for each of 30 reading readiness, phonic analysis, and structural analysis skills.

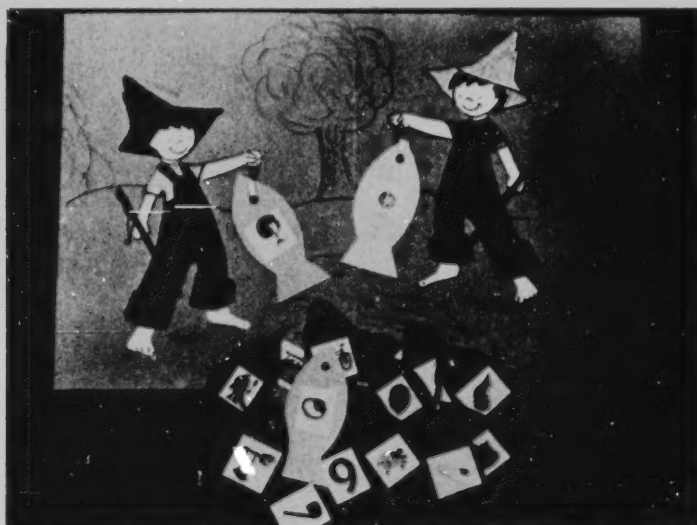
Each station description includes a teacher objective, a student objective, directions for the student, a list of materials needed to construct the station, and a sketch of the station. Many of the stations are designed for self-checking. An Appendix to the **Reading Skills Stations Notebook** provides patterns for 52 of the stations, a time-saver for teachers or volunteers who construct the stations.

You will match the sound you hear at the beginning of the picture words with the correct letter.



1. Look in Snoopy's house and take out a bone.
2. Say the word you see on the picture

- Put the bone in the dog dish that has the same beginning sound.
- Have someone check your work.



You will decide if
the word has a long
or short i.

1. Look at the fishermen on the sheet - one has a long i pole and the other has a short i pole.

3. When you have caught all the fish, look on the back and see if you were right.



Better teachers
make better readers

Component: Teacher Inservice in Word-Attack Skills

A commercial inservice reading program in word-attack skills provides the basic core for this inservice component. The program presents 1) a rationale for teaching word-attack skills; 2) specific objective-based tests in reading readiness, and phonic, and structural analysis; and 3) techniques for teaching word-attack skills.

As a part of the course each teacher is asked to 1) administer the objective-

based tests to a sample group of her students, and 2) list materials used to teach word-attack skills. The teachers' lists are then compiled to make a building or district catalog.

All eight of the course sections may be led by one key teacher, principal, or reading specialist. However, the effectiveness is enhanced if several teachers take part in presenting demonstration lessons or in sharing commercial or teacher-made materials. This sharing of materials and experiences is the key to the success of the course.

The Project staff has developed several teaching/learning materials, which are included in the inservice course. In addition, the Ad Hoc Grouping component provides on-the-job inservice which permits the teachers to put into practice the ideas developed in the word-attack skills course.



Better teachers
make better readers

Component: AD HOC Grouping

Inservice in word-attack skills provides teachers with a rationale, testing program, and ideas for teaching to specific skills needs. The **Ad Hoc Grouping** (temporary grouping to reach specific instructional goals) component helps teachers develop the skills needed to work together to meet the specific reading skills needs of children grades 1-4.

Within a building, the administrator, teachers, and support personnel commit 30 minutes a day, four days a week to specific reading skills instruction. All children in grades 1-4 are given word-attack skills tests.

Teachers study and use the results to form instructional groups.

The skills groups may include children from more than one class or from more than one grade. Children are regrouped after receiving instruction and skills practice and proving mastery by passing a posttest.

During a nine-week cycle of **Ad Hoc Grouping**, all Project-developed components and materials are melded. Teachers use diagnostic skills developed through the word-attack skills inservice course. Project learning materials (Reading Skills Stations, Reading Skills Task File, **Games Book**, Reading Comprehension Skills Stations, and Reading Skills Practice Sheets) are used to develop children's reading skills. Positive motivation techniques are practiced as needed. Volunteers support the teaching/learning effort through tutoring, materials production, and clerical work.

A complete cycle of activity in Ad Hoc grouping includes



Pretesting of word-attack skills



Teachers analyzing test results, planning groups, and selecting instructional materials



Children working with teachers



and with one another



Completing the cycle
with posttesting

The Project's Reading Specialist provides Adopters with an overview of the use of the Ad Hoc Grouping structure. In addition, Adopters visit the Project's Demonstration Center Schools to observe key points of activity and to discuss ways of adapting the Ad Hoc Grouping structure to meet the needs of individual schools or districts.

The Reading Skills Task File is offered as an access system keyed to selected reading skills practice materials. This file consists of more than 1000 multi-colored cards, with colors denoting the media used for each activity. The cards are correlated to the subtests of the Cooper-McGuire Word-Attack Skills Test. Each card identifies or describes a specific commercial or teacher-made reinforcement material or activity.

The teacher can refer to the file in assigning children selected skills prac-

tice materials for independent activities. She can also use the materials as teaching aids for her own instructional groups or for tutors assigned to help children with reading skills practice.

A packet of about 150 Skills Practice Sheets provides additional individual practice for specific reading skills. Most of the sheets are keyed to the decoding skills of the Cooper-McGuire Test.

The Reading Comprehension Skills Stations Packet includes 50 ideas for developing specific reading comprehension skills. Ten pupil-response packets, designed for fourth graders, provide practice in beginning research skills.

These materials, the Reading Skills Stations Notebook and the Games Book are Project-developed materials used during the Ad Hoc Grouping sessions to help children develop their skills competencies.



Better teachers
make better readers

Component: Management- Evaluation

The CIPP model of evaluation has contributed to both the management and the evaluation of the Project. The Project's evaluation design effectively provided both the product and the process information as needed to re-design all phases of Project activity. An emphasis on participatory management resulted in the development of a Request for Performance (RFP) System which permits collective staff

planning of monthly tasks related to Project objectives.

One of the major strengths of the Project has been its operation as an integral part of the regular organizational structure of the District, rather than as a separate effort. This has been accomplished through wide involvement of all levels of school staff in decision making.

Information gathered from staff was evaluated and used to restructure Project operation. The Project staff perceived early in its operation that individual responses were essential to the implementation of Project goals. The consistent, observable use of input as a guide to Project management encouraged a substantial personal and professional commitment to Project efforts by LEA teachers, administrators, and volunteers. This support was essential to the success of the Project.

PROJECT BASIC

VOLUME 1

1971-72

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COVER SHEET

SPECIAL PROGRAMS AND PROJECTS (TITLE III, Sec. 306, ESEA)
FORMAL PROPOSAL

TITLE: Comprehensive Client-Centered Basic Skills and Staff Development Center
(Ten words or less)

SUBMITTED BY: Cedar Rapids Community School District
(Local Education Agency)

ADDRESS: Cedar Rapids Iowa 52404
(City) (State) (Zip Code)

SUBMITTED TO: Director
Division of Plans and Supplementary Centers
U. S. Office of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

DATE SUBMITTED: May 19, 1971

Aldrich A. Shahan
Administrative Assistant for General Administration and Federal
Signature and title of authorized representative Programs



OMB NO.
APPROVAL EXPIRES:

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

ESEA TITLE III, SEC. 306
Elementary and Secondary Education Act of 1965 (P.L. 89-10)
PART I - REFERENCE INFORMATION
APPLICATION

SECTION A - PROJECT INFORMATION

1. PURPOSE:	2. IN ALL CASES EXCEPT PRELIMINARY PROPOSAL GIVE OE-ASSIGNED PROJECT NUMBER:
a. ☐ PRELIMINARY PROPOSAL	71-7048
b. ☒ FORMAL PROPOSAL	
c. ☐ CONTINUATION APPLICATION	
BUDGET PERIOD: (Circle one)	
2 3 4 5	

3. PROJECT TITLE
Comprehensive Client Centered Basis Skills and Staff Development Center

4. PROJECT FOCUS

CHECK ONE

- a. ☐ EARLY CHILDHOOD EDUCATION
b. ☐ DISADVANTAGED
c. ☐ ENVIRONMENTAL EDUCATION
d. ☒ READING
e. ☐ HUMAN DIVERSITY AND CULTURAL PLURALISM
f. ☐ STUDENT/ YOUTH ACTIVISM

If under the project focus above, specific provisions for handicapped students are also being made, indicate below:

- ☐ Project serving 100% handicapped students
☐ Project serving less than 100% handicapped students

5. NAME OF APPLICANT (Local Education Agency) Cedar Rapids Community Schools	6. ADDRESS (Number, Street, City, State, Zip) 346 - Second Ave, S.W. Cedar Rapids, Iowa	PHONE NO. 319 AREA CODE 398-2223
7. NAME OF SUPERINTENDENT Dr. Craig Currie	8. COUNTY Linn	9. CONGRESSIONAL DISTRICT(s) Second
10. NAME OF PROJECT DIRECTOR Mr. Paul Diaz	11. ADDRESS (No., Street, City, State, Zip) 346 Second Ave. S.W. Cedar Rapids, Iowa 52404	PHONE NO. 319 AREA CODE 398-2112

I certify that the information contained in this application, is, to the best of my knowledge correct and the local educational agency named above, has authorized me as its representative to file this application.

SIGNATURE AND TITLE OF PERSON AUTHORIZED TO RECEIVE GRANT Aldrich A. Drahos, Administrative Assistant for General Administration and Federal Programs <i>Aldrich A. Drahos</i>	DATE SUBMITTED 5/17/71
--	---------------------------

SECTION B - TITLE III BUDGET SUMMARY FOR PROJECT

BREAKDOWN OF TOTAL ESTIMATED BUDGET		BUDGET PERIOD				
BY SOURCE		1st	2nd	3rd	4th	5th
1. Title III Sec. 306 Funds		124,320	90,000	70,000		
2. State Title III and Other Federal Funds		0				
3. State Funds		0				
4. Local Funds		0				
5. Other Funds		0				
6. Total Estimated Budget (Lines 1 - 5)		124,320				
7. Amt. of Line 1 budgeted for handicapped		0				

SECTION C - PUPIL POPULATION DATA

1. Enrollment Data as of the most recent October 1		PRE-KINDER-GARTEN	KINDER-GARTEN	GRADES 1 - 6	GRADES 7 - 12	TOTAL
a. Total LEA	(1) Public	0	2181	12,239	10,239	24,659
Enroll-ment	(2) Non-Public	0	53	2,232	1,719	4,004
b. Enrollment of Project Area	(1) Public	0	2181	12,239	10,239	24,659
	(2) Non-Public	0	53	2,232	1,719	4,004

CIRCLE THE GRADE LEVELS OF PARTICIPATING STUDENTS 1 2 3 4 5 6 7 8 9 10 11 12

c. Total No. of Project Participants	(1) Public	0	0	8,118	0	8,118
	(2) Non-Public	0	0	1,426	0	1,426

2. Racial/Ethnic Data

POPULATION	NEGRO	INDIAN	ORIENTAL	SPANISH SURNAME (See in-struct.)	CAUCASIAN (Other than Span. Surnamed)	OTHER	TOTAL
Local Education Agency	567	33	30	80	23,949	0	24,659
Target School(s)	576	33	31	98	28,035	0	28,063
Student Participants	14	240	12	25	9,253	0	9,544

3. Additional Project Data (See instructions)

a. Total student participation	Number	9,544
b. Staff engaged in inservice training	Number	159
c. Adults	Number	311
d. Total number of project participants (a through c)	Number	1,014
e. Current LEA per pupil expenditure (excluding Federal support)...	Cost	\$ 1071.13
f. Current per pupil expenditure for project area students (including Federal support).....	Cost	\$ 1098.40
g. Additional per pupil expenditure for project participants.....	Cost	\$ 4.43
h. Estimated percentage of target group which is:		
Rural (fewer than 2,500 inhabitants).....	Percent	3%
Urban (more than 2,500 inhabitants).....	Percent	97%
i. Estimated percentage of student participants who reside in Model Cities Area.....	Percent	0%

*Considerable interest has been expressed to implement the program in future years if the anticipated results materialize.

SECTION D - TOTAL PROGRAM STAFF (See instructions)

POSITION CATEGORY	Positions Assigned to Project			
	Number Full- Time	Part-time		Total Full-Time Equiv. (Columns 2 + 4)
		Number	Full- Time Equiv.	
1	2	3	4	5
a. ADMINISTRATION/ SUPERVISION	0	5	1	1.0
b. TEACHER	0	0	0	.0
(1) Pre-Kindergarten	0	0	0	.0
(2) Kindergarten	0	0	0	.0
(3) Grades 1-6	0	156	52	52.0
(4) Grades 7-12	0	0	0	.0
(5) Other	0	0	0	.0
c. SPECIALISTS	1	12	2.5	3.5
d. PUPIL PERSONNEL WORKERS	0	1	.50	.5
e. EVALUATORS	0	1	.50	.5
f. TEACHER ASSISTANTS, TEACHER AIDES	3	0	0	
g. CLERICAL PERSONNEL	1	1	.60	1.6
h. COMMUNITY LIAISON PERSONNEL	1	0	0	1.0
i. ALL OTHER PERSONNEL	0	0	0	0

Date provided in item b.(3) includes only teachers that will receive direct in-service training. These teachers will form the building cadre which will work with the principal of the building to provide a communication channel for improvement of the reading program of the school.

SECTION E - HANDICAPPED PROJECT PARTICIPATION ONLY

1. Number of Children Served, by Handicapping Condition and Grade Level; and Number of Personnel Receiving In-Service Training with Title III Sec. 306 Funds.

Type of Handicap	GRADE LEVEL					IN-SERVICE TRAINING			
	Pre-K	K	1 - 6	7 - 12	Total	Teacher	Teacher Aides	Other	Total
1	2	3	4	5	6	7	8	9	10
a. Trainable Mentally Retarded									
b. Educable Mentally Retarded									
c. Hard of Hearing		NOT APPLICABLE							
d. Deaf									
e. Speech Impaired									
f. Visually Impaired									
g. Emotionally Disturbed							NOT APPLICABLE		
h. Crippled									
i. Learning Disabled									
j. Other Health Impaired									
k. Total									

2. Number of Handicapped children served who attend private nonprofit schools _____

3. Distribution By Ethnic Groups

POPULATION	NEGRO	INDIAN	ORIENTAL	SPANISH SURNAMED (See instruct.)	CAUCASIAN (Other than Span Surnamed)	OTHER	TOTAL
1	2	3	4	5	6	7	8
Student Participants							

NOT APPLICABLE

v.

SECTION E - HANDICAPPED PROJECT PARTICIPATION ONLY (Continued)
4. Children Receiving Services - DISTRIBUTION BY DEMOGRAPHIC AREA

CATEGORY	NUMBER
a. Urban Areas (over 50,000)	
b. Rural Areas (under 2,500)	
c. Other Demographic Areas (from 2,500 - 50,000)	NOT APPLICABLE
d. Total (Sum of Lines a., b., and c.)	
e. Student participants who reside in Model Cities Area	

SECTION F - TOTAL PROGRAM STAFF FOR HANDICAPPED (Component or Total Project)
Positions Assigned to Project

POSITION CATEGORY	Number Full- Time	Part-time		Total Full-Time Equiv. (Columns 2 + 4)
		Number	Full- Time Equiv.	
1	2	3	4	5
a. ADMINISTRATION/ SUPERVISION				
b. TEACHERS				
(1) Trainable Mentally Retarded				
(2) Educable Mentally Retarded				
(3) Hard of Hearing				
(4) Deaf				
(5) Speech Impaired				
(6) Visually Impaired				
(7) Emotionally Disturbed				
(8) Crippled				
(9) Learning Disabled				
(10) Other Health Impaired				
c. SPECIALISTS				
d. PUPIL PERSONNEL WORKERS				
e. EVALUATORS				
f. TEACHER ASSISTANTS, TEACHER-AIDES				
g. CLERICAL PERSONNEL				
h. COMMUNITY LIAISON PERSONNEL				
i. ALL OTHER PERSONNEL				

BASIC SKILLS AND STAFF DEVELOPMENT CENTER

Project BASIC, Formal Proposal

Part II - Narrative

ABSTRACT

This project proposes to demonstrate a program of staff development through which the reading skills of children in grades one through four will be improved as their teachers learn to diagnose specific skill deficiencies and prescribe corrective treatments. The development of word attack skills will be emphasized. A computer-supported system is included to access and evaluate locally available resources, including a trained tutorial staff. A pilot program is planned for the summer of 1971, and a principal field test will be conducted during the 1971-72 school year. The first year of the demonstration will be completed on June 30, 1972, at which time it is hoped that a continuation grant may be approved to continue to final termination on June 30, 1974.

Major Components

Staff Development, Instructional Systems, Community Involvement, and Project Management constitute the major components of the project. The Staff Development component includes development efforts related to Building-Unit Reading Cadres, Volunteer Tutors, and Parent Education. The Instructional Systems component includes the design, development, and operation of a Demonstration Center as a prototype of the instructional resources required in the product instructional system; the design of training methods and training aids for teachers and tutors operating in

the demonstration school; and the development of Computer Support Services. The Community Involvement component includes the operation of a Community Advisory Council and the development of community communication methods and systems. The Project Management component includes System Analysis for integrated planning and control of the project, an Evaluation function, and an Independent Audit.

Project BASIC

The acronym BASIC has been selected as the name of the project and derives from the phrase Basic Skills Improvement Center. In addition, BASIC suggests the intent of the District to apply the model this project employs to develop functional competencies in other basic skills -- namely, computation and inquiry.

I. OVERALL PROGRAM DESIGN AND MANAGEMENT

A. Planning and Organization

1. Community Involvement

a. Report of Community Advisory Council Chairman. The following report is submitted on behalf of the Community Advisory Council by Mr. Billy Cutchlow, temporary chairman.

(1) Roster of Ad Hoc Advisory Council Members.

1. Allen, Sister Mary Anina	Principal, St. Patrick's School
2. Barber, Mr. Robert	Director, Board of Education; Exec., Collins Radio
3. Barquist, Mrs. Winifred	Instructor, Teacher Training Program, Mt. Mercy College
4. Bates, Mr. Dennis	Education Writer, Cedar Rapids Gazette
5. Benson, Mrs. Darwin	Parent
6. Boyd, Miss Debbie	Student, Mini Teacher, Taft Junior High School
7. Brooks, Mrs. Melvin	Parent, Media Clerk, IMC, Tyler Elementary School
8. Carney, Mr. Tom	Director, Cedar Rapids Public Library
9. Collins, Mrs. Arthur A.	Parent, Library Board of Directors
10. Cutchlow, Mr. Billy	Exec. Secretary, Hawkeye Labor Council
11. Dukes, Dr. Ben	Chairman, Dept. of Education, Coe College
12. Eppel, Mr. Robert	Principal, Coolidge Elementary School
13. Fergus, Mr. Ray	Vice President, Systems Information, Executive Data Systems
14. Fisher, Mrs. David	Special Education Teacher, Coolidge Elementary School
15. Foy, Mrs. Arthur	Parent, Teacher Associate, Tyler Elementary School
16. Garner, Mr. Mike	Student, Mini Teacher, Jefferson High School
17. Grondahl, Mrs. Vincent	Parent, Volunteer, Kenwood Elementary School
18. Harrington, Miss Irene	Teacher, Erskine Elementary School
19. Heldreth, Miss Gloria	Student, Mini Teacher, Jefferson High School
20. Hensel, Mr. Harold	Director, Council on Aging
21. Hime, Mr. Norman	Parent; President, Interstate Systems Corp.

22. Lash, Mrs. Naomi	Homebound Instructor, Cedar Rapids Community Schools
23. Melheim, Miss Maureen	Student, Mt. Mercy College
24. Nechanicky, Mrs. Robert	Parent
25. Nielson, Mrs. Joyce	Education Worker, Hawkeye Area Community Action Program
26. Patricia, Sister Mary	Teacher, St. Jude's Junior High School; Treasurer, Local Chapter of International Reading Association
27. Rainbow, Mrs. William	Student, Teacher Training Program, Mt. Mercy College
28. Read, Mrs. John	Parent, Former Primary Teacher
29. Rudish, Mr. Garry	Student, Coe College
30. Schobert, Mrs. Jan	Primary Teacher
31. Stein, Mrs. Frannie	Assistant Professor, Teacher Education, Coe College
32. Stoecker, Mrs. Donald	Parent, Substitute Teacher
33. Sweeney, Miss Denise	Student, Mini Teacher, Jefferson High School
34. VanSlyke, Mrs. Gary	Remedial Reading Teacher
35. VanSteenhuysen, Miss Kim	Student, Mini Teacher, Taft Junior High School
36. Wahrer, Mrs. R. L.	Parent, Teacher Associate, Monroe Elementary School
37. Wills, Mr. Robert	Teacher, Taft Junior High School; Advisor, Mini Teaching Program

(2) Method of Selection. In January, 1971, before the preliminary proposal was submitted, and as concepts for a basic skills center were being discussed, school personnel were asked to identify individuals or agencies that might have expertise or concern for the project and its objectives. A list of some fifteen names was submitted, representing a cross section of community interests, ideas, and attitudes. Management experts involved in data processing systems, parents, and students actively engaged in pupil-to-pupil tutoring were invited to participate in an interaction session on February 1. This meeting as subsequent meetings was held from 12:15-1:30 P.M. to allow business representatives as well as professional staff and unemployed volunteers to attend. Each participant was asked to indicate his own level of interest in the project and to recommend the names of others who might want to

be involved. Although several persons eventually withdrew, the number of people actively engaged in helping to develop the skills center concept gradually increased.

When the group met on Thursday, March 11, as the Ad Hoc Community Advisory Council, individuals were again solicited and those persons were invited to join the group. The Council presently includes a variety of community interests and backgrounds, with membership still open and active recruitment of additional members continuing through such channels as the Hawkeye Labor Council, Hawkeye Area Community Action Program, and a newly developed Cedar Rapids Council of Parents, Teachers, and Students.

(3) Council Organization. At the April 1 meeting of the Ad Hoc Advisory Council, a smaller group was appointed to design and recommend an organizational structure to the large group for adoption. The structure sub-committee met on April 29, 1971, and submitted a tentative structure proposal (Fig. 1) to the large group on May 6, where it was adopted with the understanding that the structure and procedures could be altered as observed needs were recognized.

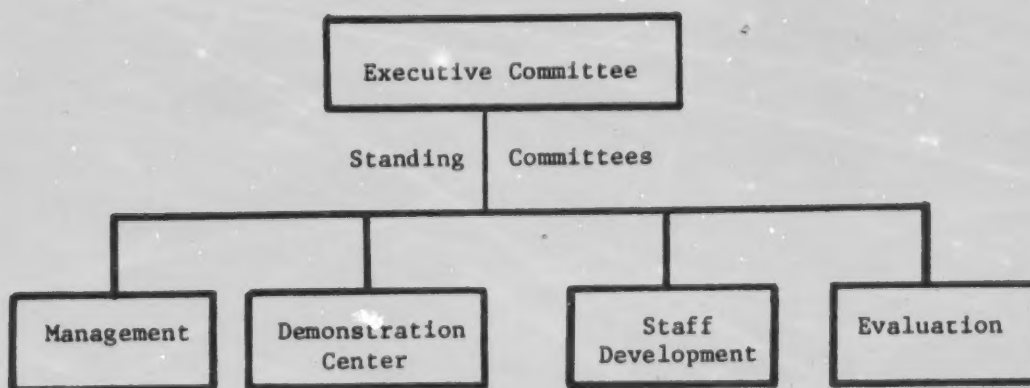
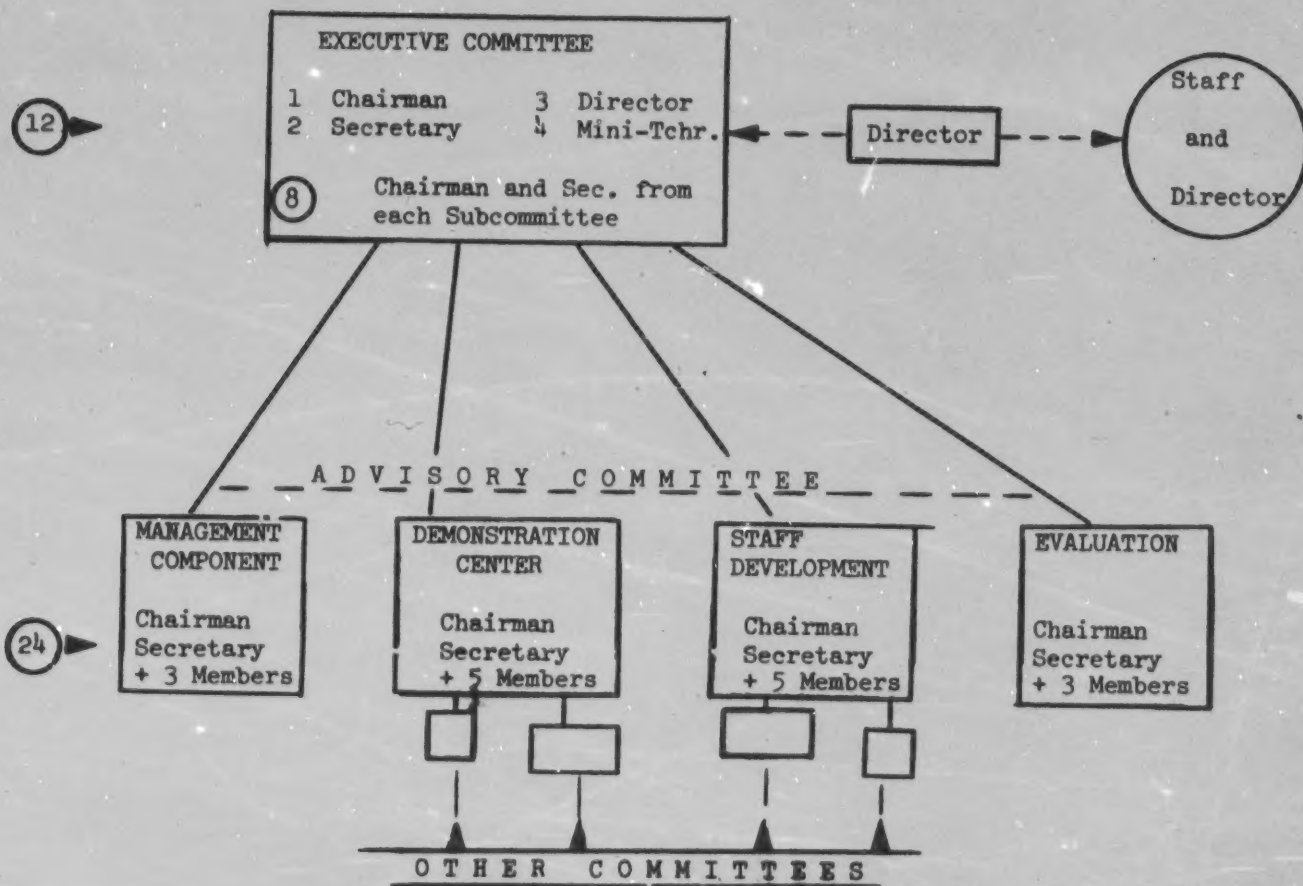


Figure 1. Organization of Community Advisory Council

COMMUNITY ADVISORY COUNCIL



Executive Committee

Chairman - Tom Carney
Secretary - To be named

Project Dir. - A.P. Diaz
Mini-Tchr. - Mike Garner

Management Component Subcommittee

Chairman - To be named
Secretary - To be named

Staff Development Subcommittee

Chairman - Joyce Nielsen
Secretary - Eve Parrish

Demonstration Center Subcommittee

Chairman - Mikie Melheim
Secretary - Joy Rainbow

Evaluation Subcommittee

Chairman - Marilyn Stoeker
Secretary - Kay Nechanicky

5-16-71

The Advisory Committee felt that interested community persons should be involved in four major areas of the project. Individuals interested in management, the demonstration center, staff development, or project evaluation will be assigned to standing committees. Members of the standing committees will then be elected as representatives on the Executive Committee which will perform liaison and communication functions. Each standing committee will function fairly autonomously, developing its own structure and function within guidelines suggested by the Executive Committee, and utilizing the expertise of members through activities organized as the project develops. Professional staff and community lay people will be represented on the four standing committees as well as the Executive Committee.

(4) Role of Council in Development. Individual members of the advisory council have provided valuable input in planning, reviewing, and revising the proposal. For example, a retired teacher, now substituting in the system, suggested that all elementary schools in the city should note some benefit from the Demonstration Center activities as soon as possible. Her suggestion was one of several leading to the organization of individual Building-Unit Reading Cadres and their proposed activities.

Private schools in the area, teacher training institutions as well as elementary parochial schools, are represented on the Advisory Council and have been involved in the planning of the Demonstration Center and Staff Development components. Using the Demonstration Center as an observation activity in a teacher training program and utilizing its highly trained staff to orient new student teachers to the system are suggestions that originated with the teacher-training representatives. These ideas are currently under study.

Junior and senior high school students experienced in tutoring programs described various problems faced in the pupil-tutor relationship and in small group activities and suggested that training programs for tutors and volunteers would be helpful. The present proposal includes a strong tutor-training program.

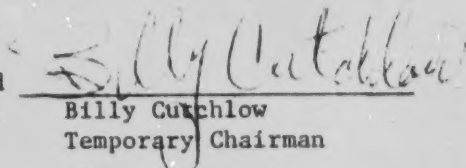
(5) Future Role of the Council. As described in section (3), the proposed organization of the Advisory Council will enable larger numbers of individuals to become acquainted with the program within their own special area of interest. Community members interested in the Demonstration Center would be trained to conduct tours of the Center, meet with interested parents in study groups, or speak before organizations that may be interested in the activities of the Center.

Individuals concerned with the staff development phase of the project will meet with teachers to discuss effective teacher-parent communication and develop processes for more effective conferences and reports. Parents would monitor various phases of the in-service programs in order to report these activities to community organizations. It has been recognized that parent reports have great credibility with other community people.

Members have expressed a strong concern that community members be closely connected with the evaluation of the project. Mothers suggested that behavioral check lists be sent to parents of students involved in the Demonstration Center before and after the project. Council members want to be involved in writing the check list and organizing the procedures for disseminating and collecting the instrument, feeling their involvement would greatly enhance the probability of positive community cooperation.

It was also suggested that as council members become knowledgeable of the evaluation procedures and analysis, parents might help collect necessary data.

Signed


Billy Curchlow
Temporary Chairman

b. Other Community Support. Letters confirming intent to participate in this project are included from officials of the non-public target schools on the following two pages.

Metropolitan Office of Catholic Education

Catholic Schools, C.C.D., Adult Religious Education

1230 Fifth Street S.E. • Telephone 364-0223

Cedar Rapids, Iowa 52401

SYSTEMS COORDINATOR

REV. DANIEL J. KEPPLER

RELIGIOUS EDUCATION COORDINATORS

REV. DENNIS J. COLTER

SR. ANNE FIALA

May 17, 1971

Mr. Aldrich Drahos
Administrator-Federal Programs
Cedar Rapids Community Schools
346 Second Ave. S.W.
Cedar Rapids, Iowa

Dear Mr. Drahos,

After reviewing the proposed project "Comprehensive Client Centered Basic Skills and Staff Development Center" under Title III, Sec. 306, ESEA, we give our approval to this project. We hope to have all seven of our elementary schools involved in the project. At present we expect twenty two teachers and an undetermined number of para-professionals to participate.

I discussed the project with a number of our building Principals and they immediately realized how this project could improve the reading programs in grades one through four.

Sincerely yours,

Daniel J. Keppler

Rev. Daniel J. Keppler
Metropolitan Coordinator of
Catholic Schools

TRINITY LUTHERAN SCHOOL

1361 SEVENTH AVE. S. W.
CEDAR RAPIDS, IOWA
BILL D. DIECKHOFF, Principal

May 17, 1971

Mr. Aldrich Drahos
Education Service Center
346 2nd Avenue SW
Cedar Rapids, Iowa

Dear Mr. Drahos:

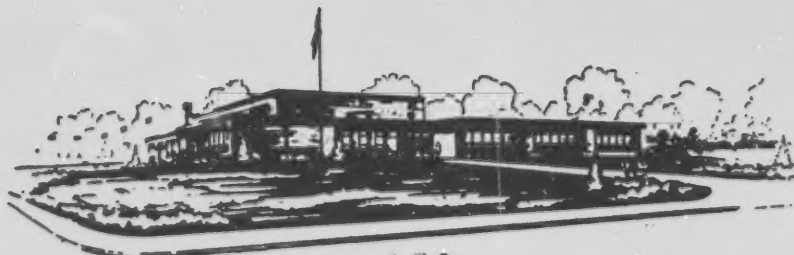
This is in reference to the proposed project of Title
III-Comprehensive Client Centered Basic Skills and Staff
Development Center.

I wish to inform you that we will participate in this
project to the extent of the teacher representation that
we agreed upon in our meeting with you.

Thank you for your work in this project affecting such
a vital area in our elementary education.

Sincerely yours,

Bill D. Dieckhoff
Bill D. Dieckhoff



2. Statement of Need

The planning period assessment of needs proceeded on the assumption that functional competency in the basic skills has, for many years, been and continues to be a long-standing goal of the Cedar Rapids Community Schools. Several efforts had been made to improve performance in the basic skills. Representative involvements illustrating the level of commitment are: 1.) participation in one of the 27 national first grade reading studies supported during 1964-65 by the United States Office of Education; 2.) technological support through reading-related projects funded under Title III, NDEA; 3.) remedial reading, special education, and work experience services to disadvantaged children in 16 target schools under Title I, ESEA; 4.) locally supported reading, language, and primary education specialists.

Three categories of surveys and studies were undertaken to establish the levels and types of needs and to provide the input information necessary to assist in making decisions regarding program maintenance and modification.

- 1.) Surveys to compare potential and performance.
- 2.) Surveys of priorities.
- 3.) Studies of pertinent literature, research, and existing programs related to reading improvement.

The district's administrative staff, certificated and classified, is organized as a General Council which is developing participatory management relationships and procedures. Within this framework, the Instructional Services Division and the Department of Curriculum and Instruction have frequently taken ideas, suggestions and proposals to the Council for reaction, interaction, and modification. Priorities

for several district concerns have been seriously discussed at different times, and levels of commitment have been documented in writing at several points in time. The same techniques have periodically been carried out with groups from the community-at-large. Improvement of functional reading competency has consistently been the most frequent top priority. For example, see Figure 2, page 13.

Early in the 1970-71 school year, as a result of the concern with the high priority indicated for basic skills and reading at the primary level, plans were made to modify the pattern of leadership and functioning of groups assigned to specific tasks. Over several months and through frequent communication with staff, a task force approach was developed. (figure 3) Task groups were identified and designed in groups small enough to develop functional internal and productive leadership. As these task groups identified high priority tasks, they were enabled on an organized and coordinated basis to proceed with the task at hand. One of the earliest task forces enabled was the Primary Reading Task group. In conjunction with reviewing related literature and programs, the task force designed an information-gathering process aimed at assessing local needs in the area of primary reading. Instruments were designed to gather baseline data on which to base the initial and continuing modification of the primary reading program. The collection of this latter type of baseline data began in October, 1970, and is continuing at the present time. Several discrete types of data were gathered both by the reading task force, some related school services, and a community agency.

The Reading Task Force gathered the following:

- 1.) Six-week reading surveys. The first of these surveys

DEPARTMENT OF CURRICULUM AND INSTRUCTION
Proposed Distribution of Discretionary Resources
(100 Resource Units)

MAJOR AREA OF ACTIVITY		ELEMENTARY PRINCIPALS		SECONDARY PRINCIPALS	
		Round		Round	
		1	2	1	2
1. <u>Ad Hoc Program of Studies</u>	☐	* 7	6	11	10
☐ Philosophy and Objectives					
☐ School Year Organization					
☐ Catalog(s) of Courses					
2. <u>Individualized Learning</u>	☐	12	12	10	8
☐ Open Spaces					
☐ Combination Classrooms					
3. <u>Program Evaluation</u>	☐	8	9	12	11
4. <u>Project BASIC (Basic Skills Improvement Center)</u>	☐	12	14	12	14
5. <u>Social and Natural Sciences (Curriculum)</u>	☐	12	12	10	9
☐ Mathematics					
☐ Science					
☐ K-6 Social Studies					
☐ Misc. Social Studies					
6. <u>Human Considerations (Curriculum)</u>	☐	11	11	12	11
☐ MERA					
☐ Family Life					
☐ Drug Abuse					
7. <u>Human Relations Workshop and School Year Follow-on</u>	☐	12	13	14	18
8. <u>Training Units and On-Job In-Service</u>	☐	13	13	6	7
☐ K-3 Training Units					
☐ Correction of Deficiencies					
9. <u>Conferences, Seminars, Workshops</u>	☐	7	6	8	6
☐ Croft Program					
☐ Holiday Seminars					
☐ Decorah Workshop					
☐ August Conferences					
10. <u>Professional Credit Program</u>	☐	6	6	7	6
TOTAL		100			

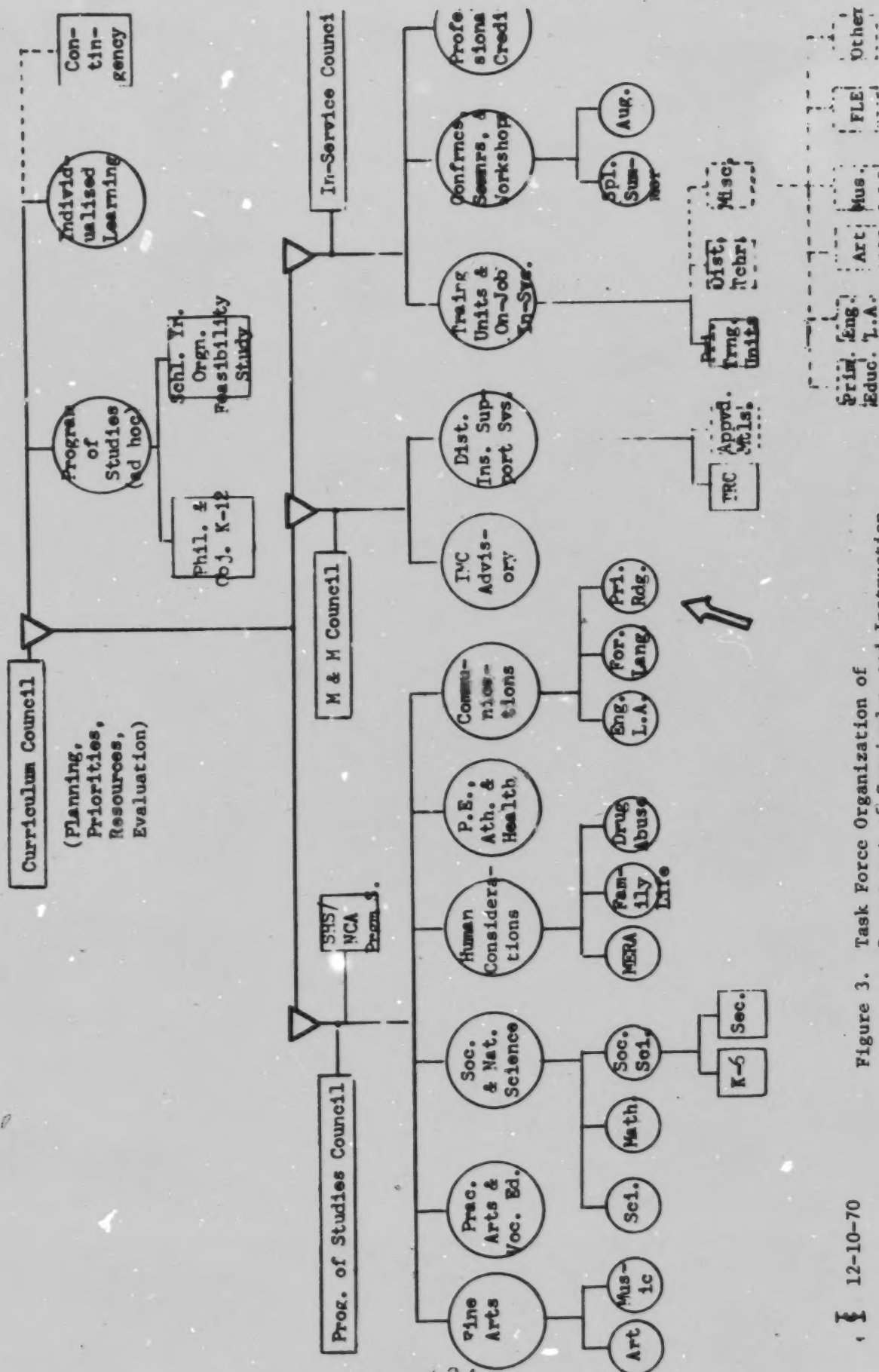
+ Increase
- Decrease

*average units

Check one:

- ☐ Elementary Administrator
☐ Secondary Administrator
☐ ESC Staff (Certificated)
☐ ESC Staff (Non-certificated)

Figure 2. Priority Study.



was sent out in mid-October, to be filled out by all first, second, and third grade teachers. From these surveys, building and district-wide progress through the **basal reading series** is charted by the Research Department.

2.) Behavioral Observations. As a method for assessing in-service needs, the task force decided to observe activities of first grade students during the time set aside by the teacher for morning and afternoon reading groups.

For this purpose, an observation checklist was cooperatively drawn up by Reading Task Force members. This checklist was field tested repeatedly and subjected to a series of revisions. After a training session using video-tapes, a random sample of students ~~was observed by a team~~ consisting of twelve first grade teachers, one principal, and members of the Department of Curriculum and Instruction who made visitations to every first grade classroom in the district. Data derived from these observations was presented to all elementary principals and to selected first grade teachers at a one-day seminar held over the Christmas holidays. Recipients of the information were asked to discuss and interpret it, with emphasis on practical application of findings.

3.) In-depth Sampling. A random sample of 200 first grade students was tested early in May using one of seven instruments constructed by the members of the reading task force. These instruments were prepared by a.) eliminating all untestable items from a list of behavioral objectives contained

in the first through third grade Scott-Foresman Reading Series, and compiled during the summer of 1970 by the Primary Reading Consultant, b.) formulating a list of nine behavioral objectives that a consensus of first grade teachers felt every first-grader should be able to accomplish, and c.) selecting, by matrix sampling methods, those items to be included in each instrument.

4.) Teacher Sampling of Reading Behaviors. In order to determine the extent to which teachers are able to specify the percentage of students in their class in relation to accomplishment of specified reading objectives, questionnaires were sent to all first through third grade teachers in early May. Each teacher was asked to estimate the percentage of her class that was able to meet each of 36 behavioral objectives. These results will be collated with those of the in-depth sampling of students.

5.) The Gates-McGinitie Reading Test. This test was selected as a standardized measure of reading achievement in grades one through four. The tests will be administered late in May, 1971, and in successive years, to provide a continuous needs assessment, as well as product information.

6.) Survey of Teacher Preparation in Teaching of Reading. Examination of college transcripts of primary teachers indicated that preparation of primary teachers is tending towards courses of a general nature. Specific courses in the teaching of reading appear in the credentials of only slightly more than one-third of the teachers with less than two years of experience.

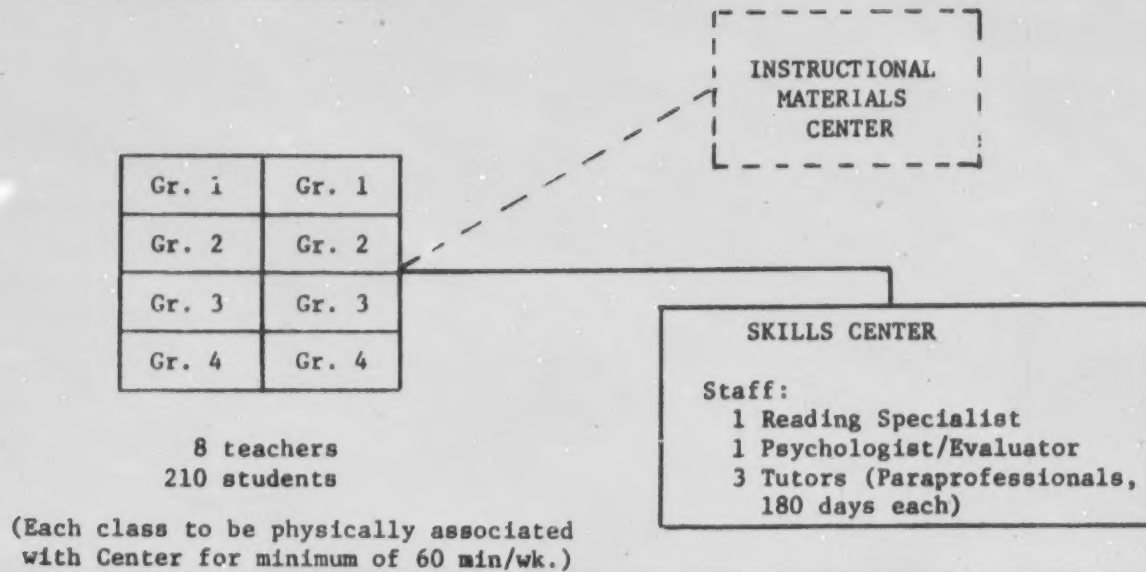
Related School Services

1. Survey of Teacher In-Service Needs - more than 221 teachers (77, as top priority; 144, may attend) requested an in-service course in reading diagnosis for the school year 1971-72. These requests ranked second in priority out of a list of 107 requests.
2. First-year Teacher Survey - primary grade teachers completing their first year of service in the district evidenced the following problems:
 - a. providing enrichment for superior students (63%)
 - b. difficulty in finding time to "keep current" in subject matter being taught (63%)
 - c. providing needed remedial instruction within the classroom (34%)
 - d. motivating students to satisfactory achievement (47%)
3. On May 6, 1971, the Executive Director of Curriculum and Instruction presented the elementary principals with two proposed options for use of classroom teachers as building team leaders or as members of a building reading cadre and also for certification, training and use of volunteer tutors (Figure 4). Thirty-two (all) elementary principals supported the first option; 30 favored the second one (tutor certification, training, and use of tutor volunteers), and the two who did not state preference for the second option felt they had sufficient other options and support at this time.

Figure 4. Preliminary Interest Survey

REVISED

SKILLS CENTER COMPONENT



STAFF DEVELOPMENT COMPONENT

	Proposed Minimum Training (Hours)	Cost	
☐ Option #1			
Building-Unit Reading Cadre (Grades 1-4)			
1 Team Leader	70	\$ 281	(\$200)*
3 Teachers	32	\$ 80	(\$ 80)*
☐ Option #2			
Building-Unit Tutor Support*			
Volunteers (secondary school students, senior citizens, other adults) or paraprofessionals			
Initial certification (up to 4 tutors)	10	} — \$ 203	
Follow-on training per building	40		
*Objective: 300 hours of trained tutorial support per building (Grades 1-4)-- equivalent of 2 hours/day for 30 weeks			

SCHOOL _____

*appx. payment to 18
professional staff

Community Agency - Hawkeye Area Community Action Program (HACAP)

1. HACAP, funded by a combination of OEO and local resources, coordinates the efforts of a large group of volunteers. In specifically applying the use of these volunteers to the District's elementary schools, an attempt has been made to serve the students' needs in areas other than the academic. A survey by the agency shows need for tutor training and for follow-through with teachers and tutors. The agency has made the survey available to the school district and is very cooperative in affording the District additional information as requested.

Scope and Severity of the Problem

Reading achievement scores and other samples of reading-related pupil behaviors appear to be only symptomatic of an underlying cause. Several potential causal factors have tended to reappear during data analysis. They are discussed briefly in the following paragraphs.

Teacher Preparation. Preparation of primary teachers is tending towards courses of a general nature. Specific courses in the teaching of reading appear in the credentials of only slightly more than one-third of the teachers with less than two years experience employed in this district in grades one through four. Usually their training has been limited to such courses as "Language Arts and Reading" or "Elementary Education." Considering a normal staff turnover of 20 per cent, the need for intensive training in the teaching of reading appears to be critical.

Access to Alternate Treatments. Even when teachers are aware of diagnostic and prescriptive techniques, most teachers, necessarily preoccupied with classroom control and teaching the basal reading program, are unable to accommodate a wide range of differences among the 25 to 30 children in a standard classroom. "Independent activity" or "seat work" is invariably paper and pencil activity, limited to supplementary materials accompanying the basal reading series. [Little evidence of media use other than printed materials was noted and only rarely were para-professionals observed providing tutorial (one-to-one) services directly related to reading.]

Restricted Schedule of Reinforcement. In effect, reinforcements tend to be incidental and/or institutionalized -- letter grades, penciled notes on completed papers, home-induced. (No evidence of carefully managed reinforcements contingent on desirable behavior was observed.) Frequent non-productive behavior implies the need for an improved system of motivation.

The following conclusions were drawn from the study of pertinent literature and research:

1. The classroom teacher is the single most important factor in whether, and how well, a child learns to read. What teachers do makes a difference in pupil achievement, even when initial skills and their achievement and own teaching experience is accounted for. (Chall, 1966)
2. Most of the present methods and materials for teaching reading work for some children, but no one method works for all children. In the first grade

studies sponsored by USOE, children in the basal program read significantly more books than those in the contrasting programs, while children in a basal plus phonics system showed the most positive attitudes toward reading. (Dykstra, 1967).

3. Diagnostic teaching is necessary if children are to succeed in reading. 15 per cent of the children in the United States need special corrective work. (Austin and Morrison, 1963). Ninety per cent of the teachers who responded to a questionnaire about needs in teaching reading wanted more information about corrective methods. (Adams, 1964).
4. Teaching should be carried on by enthusiastic teachers trained in identifying reading skills and in matching problems with appropriate corrective techniques and materials. (Austin and Morrison, 1963; Smith and Dechant, 1961; Burnett, 1970; Bond, 1970).
5. Training teachers in motivational techniques can increase school achievement. (Honne, 1965.)
6. Tutors, both high school students and volunteers from the community, can be an asset to the classroom teacher in tutoring children in specific needs. (Cohen, 1969; Schaeller and Pearson, 1970).

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Schaeffer, Arthur and Pearson, David A., "Better Reading Through Volunteer Reading Tutors". The Reading Teacher, 23: pp. 625-630, 636, April, 1970.

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Spache, George and Spache, Evelyn, Reading in the Elementary Schools, 2nd Edition. Boston, Massachusetts: Allyn and Bacon, Inc., 1969.

OTHER PROGRAMS STUDIED

ERIC Programs

- ES 000-200 Screening for Potential Reading Difficulties. Fresno, California
- ES 001-432 Project to Assist the Classroom Teacher Assume A New Role as an Educational Diagnostician Using Recent Research Findings in the Learning Patterns of Children as the Catalyst for Change. Overland Park, Kansas
- ED 002-592 Elementary School Reading Centers. Milwaukee, Wisconsin
Pinpointing Specific Skills Needs. Wyatt, Neta
Setting the Environment for Learning. Sppulveda, Betty R.
- ED 022-255 Organizing A Learning Center. Davis, Harold S.
ERC of America - Cleveland
- ED 022-629 Teaching Diagnostic Techniques to Classroom Teachers.
Belding, H.O.
- ED 022-630 Diagnostic Teaching in the Classroom. Bond, Guy L.
- ED 022-637 Establishing Guidelines for Effective In-service Programs
in Reading. McCrackin, Robert T.
- ED 023-550 Volunteer Reading Tutoring Program, Summary Report.
Schaeffer, Arthur W., Milwaukee, Wisconsin
- ED 023-152 Recipes for Reading., A Teacher's Handbook for
Diagnostic and Prescriptive Teaching, or the Reading
Teacher's Cookbook. Moody, Barbara J., Winsted, Conn.
- ED 040-018 A Study in Motivating Children to Read. Bullen, Gertrude
- ED 041-184 Project SOLVE (Support of Open Concept Learning
Areas Through Varied Educational Teams.) Somers-
worth, New Hampshire

ERIC Programs, Cont.

ED 041-722 Early Reading Assistance, A Reading Tutorial Program, Program for Action by Citizens in Education. Cleveland, Ohio

Articles

Atkinson, Richard C. and Hansen, Duncan N., "Computer-Assisted Instruction in Initial Reading the Stanford Project." Reading Research Quarterly, 2: pp. 5-26, Fall, 1966.

Criscuolo, Nicholas P., "Reading Tutors". Educate, pp. 18-20, March, 1971.

Spache, George D., "A Reaction to Computer-Assisted Instruction in Initial Reading: The Stanford Project." Reading Research Quarterly, 3: pp. 101-110, Fall, 1967.

Book

Silberman, Charles E., Crisis in the Classroom. New York: Random House, 1970.

In spite of the efforts cited in the introductory portion of this section of the proposal, results of the Iowa Basic Skills testing program in grades three through six continue to show, at best, a static condition. (This is complicated by data suggesting that students entering the system are on the average more likely to be deficient in school-related skills than are those leaving the system.) Furthermore, an analysis relating IQ levels to Iowa Test of Basic Skills scores indicates that students of all levels of ability are often deficient in reading skills. In recent years, however, district-level support has generally been directed to seriously deficient readers through the remedial reading program, rather than to moderately deficient children for whom a corrective program might be extremely productive.

Recommendations

General. Additional resources should be committed to the Training Unit Program of In-service. Experienced, as well as inexperienced staff should be included, and the training schedule should emphasize the development of those skills required to diagnose reading deficiencies; prescribe, evaluate and reinforce appropriate corrective treatments; and use related instructional technology. In addition, the cost-benefits of limited tutorial assistance should be studied, and a more effective system should be developed for storing and retrieving alternative treatments once a deficiency has been properly diagnosed.

Target Population

The primary target population consists of approximately 9,600 children in grades one through four. The degree of effect of the

project on the district's children in grades one through four will theoretically be directly proportionate to the degree of involvement in project activities by their teachers. However, as the description of these activities below will show, it is also felt that all children in the school district will be affected by the project.

In the school selected as the site for the Demonstration Center, two teachers in each of grades one through four, a total of eight teachers will serve approximately 210 students. In addition, the principal of each of the district's additional elementary schools has been asked to invite up to four teachers to participate in the project's activities. One of the four teachers named from each school will serve as "Building Unit Reading Cadre Leader"; the other three will serve, with the leader, as "Building Unit Reading Cadre Team".

The team leader will receive more hours and a higher level of in-service training in the proposed Staff Development Program than will the team members.

It is hypothesized that providing for each school principal to select both his team leader and team members, the scheduling of time for feedback and utilization of Project Center activities back in the schools can be effectively planned and executed by the principal. Although the pattern for activities in the schools has not been specifically detailed, it has already been noted that in a Preliminary Interest Survey, all 32 elementary principals in the district supported this arrangement.

The rationale for the selection of all students in the primary grades as the target group is partially established in the foregoing paragraphs and partially in the general statements introducing this section (Statement of Needs) of the proposal. In summary, however, the intent of the project is to effect a general growth pattern in achieving appropriate reading levels and objectives for all children of the district. The broad objectives of the Evaluation Section of the proposal will further support this.

Proposed Target Schools

As stated in the preceding paragraphs under Target Population, the Target Schools fall into three categories:

- 1.) the school selected as the site of the Demonstration Center
- 2.) the 31 other elementary schools in the district,
and
- 3.) eight participating non-public schools.

As previously stated, the intent of the project is to demonstrate an intensive set of activities to improve reading diagnosis, prescription, and performance at the Demonstration Center, with additional activities designed to carry the practices into all elementary schools. These activities obviously will be limited in scope by the restraints which the Federal funding amount poses, as well as similar restraints limiting the district contribution in view of the time at which the Federal discretionary funds became available.

The school selected as the Demonstration Center site must meet certain broad criteria. It must preferably be a two-section elementary school, having available for Demonstration Center staff space equivalent to approximately two standard classrooms. Since about sixty per cent (60%) of the district's elementary schools will have central libraries or Instructional Materials Centers in operation by September, 1971, the presence of an already functioning Instructional Materials Center is very desirable. In addition, the location of the Demonstration Center site must be such as to facilitate access to the two local colleges (Coe College and Mt. Mercy College) that wish to involve some of their teacher-trainers and trainees in the project, and to give potential tutor volunteers easy transportation access.

3. Technical Assistance.

Travel and Mileage

Charged to Project

Mr. King B. Nelson, IDEA,
conference prior to pre-
audit

Costs to be
pro-rated to other
projects in area and
to auditing contract

Dr. Arno Jewett, technic-
al assistance, provided by
USOE, Div. of Plans and Sup-
plementary Centers. May 6-7,
1971

No cost to
school district

District Contribution

Eight staff members, 2-
day conference on project
development. Approx. 10
hours per staff member. \$560.00

Staffing conferences with
District Teachers selected
for Project. 8 teachers, 12
staff members - May 7, 1971.
4 hrs. per person attending.
(Dr. Jewett also present) 580.00

Total Charged to Project

\$405.02

Total District Cont. \$1,950.00

*Comm. Representative's
employer contribution (150.00)

\$2,100.00

Equipment

None

None

Other Expenses

Telephone
Calls outside Cedar
Rapids (Donahoe, Homme, Farr,
Hyde, Sister M.E. Dolan)

\$ 25.00

Communication System for
Project:

74.75

UPDATE: info out

Installation 8.00

Monthly (one month) 1.25

Dial access system, hard-
ware, operator, staff time for
writing and dubbing of script
on tape for UPDATE \$100.00

Contracted Services

<u>Charged to Project</u>		<u>District Contribution</u>	
May 11, 1971; Dr. Roger Farr, University of Indiana, consultant on Evaluation Design	\$150.00	May 11, 8 project staff members at one-day conference with Dr. Farr	\$560.
Mr. Art Wulfsberg, Management Component Section, development, design and consultation, four days	250.00 (450.00)**	Dr. Richard W. Schulz, Exec. Dir. of Curric. and Instruc., conferences with Mr. Art Wulfsberg, five days	450.
Mr. King B. Nelson, IDEA, conference prior to pre-audit	Costs to be pro-rated on auditing contract	Six project staff members at one-day conference with Mr. Nelson	420.
Total Charged to Project	\$400.00	Total District Contribution	\$1,430.
**Gratis Contribution	(350.00)		

Materials and Supplies

Paper for printing production, newsletter, testing instructions and schedules, baseline data instruments, etc.	\$ 20.00	
Total Charged to Project	\$ 20.00	None

Travel and Mileage

Developmental Conference, Chicago, April 12-14	\$279.02	Three staff members, 3 days	\$810
Dr. Roger Farr, Indiana University consultant, Evaluation Design	126.00	Community Representative	150

Other Expenses, Cont.

Charged to Project

HOTLINE: info in
Installation \$ 25.00
Monthly (one month) 25.00

Conference Phone
Installation 8.00
Monthly (one month) 7.50

Printing Production \$ 50.00
Newsletters to teachers; meeting
notices, agendas, reading and
study references for teachers and
Community Advisory Council.
baseline data and other local
surveys.

Production of proposal 75.00

Total Charged to Project \$224.75

GRAND TOTAL

Charged to Project \$1,049.77

* Contribution (gratis)
by Mr. Wulfsberg 450.00

\$1,499.77

District Contribution

Daily transcription and \$ 25.00
typing of HOTLINE info by
secretary

Secretarial, typing, print- 25.00
ing.

Dissemination services 25.00

Secretarial services, typing 200.00
etc. for draft of proposal

5 project staff members 1,200.00
final draft of proposal

Total District Cont. \$1,575.00

GRAND TOTAL

District Contribution \$4,955.00

* Contribution by Comm- 150.00
unity Rep. employer

\$5,105.00

TOTAL PHASE I EFFORT

Grand Total Charged to Project \$1,499.77

Grand Total Charged to Dist. Contr. 5,105.00

\$6,604.77

4. Project Goals (Overall Objectives). Explicit in a statement of project objectives must be the rationale behind the objectives. The scope of the preliminary proposal suggests numerous implications for educational systems development, staff in-service, and the facilitation of pupil progress. In consultation with Dr. Arnold Jewett, U.S. Office of Education, the project planners were encouraged to reschedule the overall program objectives into a three-year time span. This does not imply that useful project objectives is likely to be directly proportional to the length of time the project is operational.

The following statements represent the major goals of the project. However, because of the severe time constraints placed on the development of the formal proposal, final editing of the goals and first year objectives will not be completed prior to receipt of the pre-audit report and the scheduled July audit conference.

a (1): Pupils. The success of the project will ultimately be measured in the improvement of pupil reading skills. Upon completion of the project, students in the target population (grades 1-4) will show an increase in reading skills as measured by the Iowa Test of Basic Skills in grades three and four and the Gates-McGinitie Reading Test in grades one through four. Year to year growth will be measured with the Gates-McGinitie Reading Test. Overall growth will be measured with the Iowa Test of Basic Skills by comparing the performance of the populations of third and fourth grade children in January of 1971 (pre-test) with the performance of the populations of third and fourth grade children in January of 1975 (post-test) at the end of the proposed three year project.

a(2). Staff. At the conclusion of the project, teachers who have participated in the Staff Development program will meet minimum performance criteria 1) in the diagnosis of reading deficiencies, 2) in the prescription, performance evaluation, and contingency management of appropriate corrective treatments, and 3) in the use of related instructional technology. (NOTE: Specific performance objectives will be constructed as late as possible so as to incorporate some of the early experience with the in-service program in the summer Pilot Skills Center--see page 111).

Sufficient cost-effectiveness data will be provided to enable the Project Director to define and recommend the level of resources in time, money, and staff necessary to maintain a minimum level of teacher and tutor expertise achieved during the second project year and to enable the permanent school-district managers to decide whether or not sufficient local resources are available to maintain this minimum level once the project is terminated.

a(3). Instructional System. The project staff will design, field test, and recommend procedures, materials, and hardware necessary to maintain a district-wide, ongoing instructional system in reading diagnosis and prescription, remedial and enrichment techniques, and use of tutorial staff. A project goal will be to install within each elementary school in the project the most effective instructional system which the available resources of the district can support.

a(4). Community Involvement. The Project Director will examine the evaluation report and recommend the organization and level of involvement of the members of the Community Advisory Council that will insure meaningful community involvement in the staff development and instructional systems selected for permanent installation in the project schools.

a(5). Project Management. The primary function of the Project Director and Project Office staff is to assure the integrated planning and performance of the project to reach the objectives of the project: achieving the performance requirements of the project on schedule and at minimum cost. Among the important objectives of Project Management are planning and organizing, installing and operating, communicating and evaluating.

The Project Director will define and recommend the management and systems necessary for the permanent installation of the reading skills development program and identify those systems adaptable to other programs in the Department of Curriculum and Instruction as well as in other departments and divisions of the Cedar Rapids Community Schools.

b. First Year Objectives. The following objectives are proposed for the first operational year of the project, subject to the pre-audit report and the July audit conference. All of the objectives are keyed so that their relationship to the components of the project is explicit. Figure explains the numeration key.

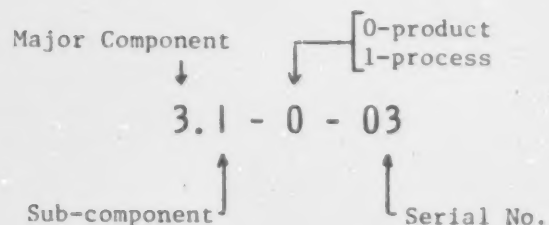


Fig. 5. Objectives Numeration Key.

(1.0) Staff Development Objectives.

1.1 Building-Unit Reading Cadre

1.1-0-01 Each lead teacher will demonstrate proficiency in the use of Croft materials through a performance of at least 80 per cent on a criterion-referenced test and through presentation of a case study illustrating use of the learned techniques in a classroom situation. This case study must receive 7 out of 10 on a 10-point rating scale, as judged by members of the Demonstration Center staff.

1.1-0-02 Each lead teacher will demonstrate success in the administration of other diagnostic techniques taught during the school year. Teachers will be observed during a portion of the practicum training utilizing the techniques. Success will be defined as receiving 7 out of 10 on a 10-point rating scale. The teacher will be observed by a member of the Demonstration Center staff, who will complete the rating scale.

1.1-0-03 Each lead teacher will transfer techniques learned in the Demonstration Center to her classroom and to classrooms of other teachers in the building. Amount of transfer will be measured by behavioral observations of randomly-selected classrooms.

1.1 Building-Unit Reading Cadre

- 1.1-1-01 Each lead teacher will participate in the Croft In-Service Training course or be able to meet objective 1.1-0-01 through previously-acquired knowledge.
- 1.1-1-02 Each lead teacher will spend four half-days participating in diagnostic and instructional services with Demonstration Center students.
- 1.1-1-03 In conjunction with other building cadre members and the building principal, each lead teacher will plan an on-going building program to disseminate methods and material suggestions to building-teachers in grades one through four.
- 1.1-1-04 Each non-lead cadre teacher will participate in a practicum of up to four half-days during the year at the Demonstration Center utilizing individual and group diagnostic instruments and making appropriate instructional recommendations.

(1.0) Staff Development Objectives.

1.2 Volunteer Tutors

1.2-0-01 Each tutor will be able to use, with a group of three children, the Frostig and Peabody Kits, and at least 10 reading games without further teacher instruction. A Demonstration Center staff member will observe while each tutor is working in an assigned classroom. Success will be defined as receiving 7 points out of 10 on a 10-point rating scale. The tutor will use any technique specified by the rater.

1.2-1-01 Each tutor will ~~attend~~ 10 hours of "certification" training sessions in which he will learn to use the Frostig and Peabody Kits and at least ten reading games. At the conclusion of the certification training, the tutor will be expected to meet criteria 1.2-0-01.

(1.0) Staff Development Objectives.

1.3 Parent Education

1.3-0-01 Parents will exhibit increased awareness of their children's reading activities, both at home and at school. Increased awareness will be measured by a pre- and post-questionnaire sent to parents. This questionnaire will be constructed by the Community Advisory Council in cooperation with Center staff.

1.3-1-01 Five per cent of the parents of the target population will participate in a designated number of conferences with teachers, the Community Agent, and other Center staff.

1.3-1-02 Parents will utilize the communication system to provide input to project staff and receive information about reading and related project activities.

(2.0) Instructional Systems Objectives.

2.1 Demonstration Center

2.1-0-01 The Demonstration Center will be operational from October 4 through June 2. Operational is defined as that period of time during which classes of students are assigned to the Center.

2.1-0-02 Pupils enrolled in the demonstration school will show a significant improvement in reading achievement scores relative to children enrolled in other schools. This will be measured by a gain in standardized reading achievement scores administered at approximately one-year intervals.

2.1-0-03 Pupils enrolled in the demonstration school will show a significant improvement in attitude toward school as measured by a school attitude survey administered at the beginning and the end of the project year.

2.1 Demonstration Center

2.1-1-01 Each class enrolled in the Demonstration Center school will work in the Center classroom for a minimum of one 60-minute session per week. During that time, children will participate in their regular reading program, undergo diagnostic procedures, and engage in various experimental and innovative activities designed to improve reading skills and increase student motivation.

2.2 Training, Teachers/Tutors

2.2-C-01 Teachers in the Demonstration Center school will adapt Demonstration Center activities to the basal reading program during the time their class is scheduled in the Demonstration Center. Coordination will be measured by each teacher's weekly consultation with Demonstration Center staff, by the number of requests for tutorial service designed to implement center suggestions, and by requests for other Demonstration Center staff to visit individual classrooms.

2.2-1-01 Each teacher assigned to the Demonstration Center school will bring her classes into the Center for at least one 60-minute session per week.

2.2-1-02 Each teacher in the Demonstration Center school will participate in weekly program-planning sessions with Demonstration Center staff.

(3.0) Community Involvement Objectives.

3.1 Advisory Council

3.1-0-01 The Community Advisory Committee will offer advice and expertise to project staff members on all relevant aspects of the project. A log will be maintained as a record of all activities of the Community Advisory Committee.

3.1-1-01 Community Advisory Committee members will be asked to volunteer their services in sub-committees related to the four project components. A record of participation will be kept.

3.2 Communications

3.2-0-01 The communications system will insure that all persons are afforded the opportunity to receive continuous information on project activities, to ask questions of project personnel, and to provide continuous input. Requests for information and/or input will be logged according to the person initiating the communication.

3.2-1-01 Every member of the staff and community will have access to a telephone recording system for registering information or questions ~~relative to the project.~~

3.2-1-02 Project personnel receiving a telephone referral form will research the question, obtain the best possible answer, and relay the information to the questioner by a personal call or note.

3.2-1-03 Anonymous questions will be reviewed by the Project Director and those deemed worthy of attention will be answered in a periodic newsletter.

(4.0) Project Management.

4.1 System Analysis.

- 4.1-0-01 Complete and submit the formal proposal for the project.
 - 4.1-0-02 Develop a system for monitoring and controlling all project effort to assure achievement of performance, schedule, and cost objectives.
 - 4.1-0-03 Develop detailed performance objectives and work statements for all components and key personnel.
-
- 4.1-1-01 Prepare an organization chart for the project.
 - 4.1-1-02 Develop a Work Breakdown Structure Matrix for the project.
 - 4.1-1-03 Prepare, periodically review, and revise a work statement for each active cell in the Work Breakdown Structure Matrix.
 - 4.1-1-04 Complete arrangements with Arthur Wulfsberg for technical assistance related to system analysis.

(4.0) Project Management.

4.2 Evaluation.

4.2-0-01 Develop an evaluation design that is acceptable to the project auditor and the Project Director.

4.2-1-01 Complete the collection and organization of the 1971 baseline data.

4.2-1-02 Contact prospective consultants to the evaluation program and complete necessary contractual arrangements.

(4.0) Project Management.

4.3 Independent Audit

4.3-0-01 Submit an audit plan to the Project Director and complete an Evaluation Design Critique in a formal pre-audit report to be delivered not later than June 18, 1971.

4.3-1-01 Review the preliminary proposal as part of the pre-audit activities.

4.3-1-02 Make an on-site visit to provide a preliminary review of the evaluation design and establish a schedule for the remaining pre-audit activities prior to submission of the formal proposal.

5. Budget.

BASIC

UPDATE 398-2757

May 17, 1971

COMPONENTS

EST. BUDGET

1.0 Staff Development

- 1.1 Building-Unit Cadre
- 1.2 Volunteer Tutors
- 1.3 Parent Education

\$ 39,222
13,815
3,385

\$ 56,422

2.0 Instructional Systems

- 2.1 Demonstration Center
- 2.2 Training, Teachers/Tutors
- 2.3 Computer Support Services

25,138
7,708
1,600

34,446

3.0 Community Involvement

- 3.1 Advisory Council
- 3.2 Communications

3,448
1,060

4,508

4.0 Project Management

- 4.1 System Analysis
- 4.2 Evaluation
- 4.3 Independent Audit

11,798
13,940
3,206

28,944

TOTAL \$124,320

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

DRAFT

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

Title III, Elementary and Secondary Education Act of 1965 - Supplementary Centers and Services Program
Section 306, P.L. 91-230

(NOTE: Please read the attached instructions before completing this form)

AGENCY'S NAME & ADDRESS

Cedar Rapids Community School District, 346 2nd Avenue S.W., Cedar Rapids

Iowa

STATE

PROJECT NUMBER
71-7043

GRANT NUMBER
OEG-

0-71-1733 (200)

BUDGET PERIOD

BEGINNING Mar. 29, 1971 ENDING June 30, 1972

CHECK ONE BLOCK IN EACH COLUMN TO INDICATE PURPOSE FOR WHICH THIS FORM IS BEING PREPARED

☒ PROPOSED BUDGET SUMMARY
☐ ESTIMATED EXPENDITURE REPORT
☐ FINAL EXPENDITURE REPORT

TITLE III OVERALL ADMINISTRATIVE COSTS
OVERALL TITLE III COSTS
LOCAL AND OTHER SUPPORTIVE COSTS
TOTAL COSTS: TITLE III, LOCAL, OTHER SUPPORTIVE COSTS

COMPONENT COSTS

PART I - EXPENDITURES (other than instruction)

EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION							TOTAL EXPENDITURES	NEGOTIATED BUDGET
FUNCTIONAL CLASSIFICATION	ACCT NO.	SALARIES		CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	OTHER EXPENSES		
		PROFESSIONAL	NON-PROFESSIONAL							
1	2	3	4	5	6	7	8	9	10	11
1 ADMINISTRATION	100	\$ 9,075	\$ 3,100	\$ 5,950	\$ 2,100	\$ 1,700	\$	\$ 1,360	\$ 23,225	\$
2 INSTRUCTION	200	45,040	13,572	2,550	10,520	3,525		1,540	77,752	
3 ATTENDANCE SERVICES	300									
4 HEALTH SERVICES	400									
5 PUPIL TRANSPORTATION SERVICES	500									
6 OPERATION OF PLANT	600									
7 MAINTENANCE OF PLANT	700									
8 FIXED CHARGES	800	3,503	2,175						7,521	
9 FOOD SERVICES	900									
10 STUDENT-BODY ACTIVITIES	1000									
11 COMMUNITY SERVICES	1100	6,771		200	1,320	950		350	9,521	
12 REMODELING (IF COSTS TOTAL MORE THAN \$2000 ENTER IN PART II)	1200c									
13 CAPITAL OUTLAY (EQUIPMENT ONLY)	1230						1,000		1,000	
14 Total Direct Costs		\$ 67,295	\$ 23,950	\$ 8,700	\$ 13,940	\$ 6,175	\$ 1,000	\$ 3,260	\$ 124,320	\$
15 INDIRECT COSTS (— %)										
16 (LINES 14 + 15) TOTAL										

PART IV - CONSTRUCTION EXPENDITURES

PART III - SUMMARY AUTHORIZATIONS, EXPENDITURES, AND BALANCES OF TITLE III ESEA FUNDS

EXPENDITURE ACCOUNTS		ACCT NUMBER	AMOUNT	NEGOTIATED BUDGET	PART I - EXPENDITURES OTHER THAN CONSTRUCTION		PART II - CONSTRUCTION EXPENDITURES		TOTAL
1	2	3	4	5	6	7	8	9	
1 SITES									
A	PROFESSIONAL SERVICES	12100	\$						
B	IMPROVEMENT TO SITES	12100							
2 BUILDINGS									
A	PROFESSIONAL SERVICES	12200							
B	NEW BUILDINGS AND BUILDING ADDITIONS	12205							
C	REMODELING (IF \$2,000 OR LESS ENTER IN PART II)	12206							
D	ADMINISTRATIVE EXPENSES (Specify below)	12200							
TOTAL					→	\$			

PART IV - CUMULATIVE TOTALS - SINCE INCEPTION OF PROJECT		CUMULATIVE TOTAL TO DATE
1	2	3
GRANT AWARDS AND CASH RECEIVED		
1 GRANT AWARDS		
2 CASH RECEIVED		
GRANT-RELATED INCOME		
1 GRANT-RELATED INCOME		
EXPENDITURES OF GRANT-RELATED INCOME		
1 EXPENDITURES OF GRANT-RELATED INCOME		
INVESTMENT INCOME		
1 INVESTMENT INCOME		
INVESTMENT INCOME		
1 INVESTMENT INCOME		

PART V - HANDICAPPED COMPONENT EXPENDITURES (REQUIRED ONLY FOR PROJECTS WITH HANDICAPPED COMPONENTS)

PROJECT EXPENDITURES BY TYPE OF HANDICAPPED CHILDREN BENEFITING		EXPENDITURES (estimated)
TYPE OF HANDICAP	EXPENDITURES	
(1) TRAINABLE MENTALLY RETARDED	\$	
(2) EDUCABLE MENTALLY RETARDED		
(3) MILD OF HEARING		
(4) DEAF		
(5) SPEECH IMPAIRED		
(6) VISUALLY IMPAIRED		
(7) EMOTIONALLY DISTURBED		
(8) CRIPPLED		
(9) LEARNING DISABLED		
(10) OTHER HEALTH IMPAIRED		
(11) TOTAL (Sum of Lines 1-10)	\$	

PROJECT EXPENDITURES IN SPECIAL CATEGORIES		EXPENDITURES
CATEGORY	EXPENDITURES	
(1) INSERVICE TRAINING OF STAFF (including such costs as equipment, travel, salaries, tuition, etc.)	\$	
(2) Parent Services		
(3) Model Cities Area Project Activities		
(4) Preschool Project Activities		
(5) Kindergarten Project Activities		

THIS FISCAL REPORT IS CORRECT AND THE EXPENDITURES INCLUDED HEREIN ARE DEEMED PROPERLY CHARGEABLE TO THE GRANT FUND

SIGNATURE OF PROJECT FISCAL OFFICER
 SIGNATURE OF PROJECT FISCAL OFFICER

DATE 5-18-71
 DATE 5-18-71

Edw. A. Martin
Paul Diaz

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

Title III, Elementary and Secondary Education Act of 1965 - Supplementary Centers and Services Program
Section 306, P.L. 91-230

AGENCY'S NAME & ADDRESS

Cedar Rapids Community School District, 346 2nd Avenue S.W., Cedar Rapids

STATE

Iowa

PROJECT NUMBER

71-7048

GRANT NUMBER

OEG-

BUDGET PERIOD

BEGINNING: Mar. 23, 1971 ENDING: June 30, 1972

CHECK ONE BLOCK IN EACH

COLUMN TO INDICATE PURPOSE

FOR WHICH THIS FORM IS

BEING PREPARED

☒ PROPOSED BUDGET SUMMARY

☐ ESTIMATED EXPENDITURE REPORT

☐ FINAL EXPENDITURE REPORT

☐

☐

☐

☐

COMPONENT COST:

TITLE III OVERALL ADMINISTRATIVE COSTS

OVERALL TITLE III COSTS

LOCAL AND OTHER SUPPORTIVE COSTS

TOTAL COSTS: TITLE III, LOCAL, OTHER SUPPORTIVE COSTS

PART I - EXPENDITURES (either then constructed)

EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION							TOTAL EXPENDITURES		NEGOTIATED BUDGET
FUNCTIONAL CLASSIFICATION	ACCT NO.	SALARIES		CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	OTHER EXPENSES			
		PROFESSIONAL	NON-PROFESSIONAL								
1 ADMINISTRATION	100	2,075	3,100	5,250	2,100	1,700	6	1,360	10	25,285	11
2 INSTRUCTION	200										
3 ATTENDANCE SERVICES	300										
4 HEALTH SERVICES	400										
5 PUPIL TRANSPORTATION SERVICES	500										
6 OPERATION OF PLANT	600										
7 MAINTENANCE OF PLANT	700										
8 FIXED CHARGES	800										
9 FOOD SERVICES	900										
10 STUDENT-BODY ACTIVITIES	1000										
11 COMMUNITY SERVICES	1100										
12 REMODELING (IF COSTS TOTAL MORE THAN \$2000 ENTER IN PART II)	1200										
13 CAPITAL OUTLAY (EQUIPMENT ONLY)	1300										
14 Total Direct Costs		2,075	3,100	5,250	2,100	1,700	6	1,360	10	25,285	11
15 Indirect Costs (—%)											
16 (Lines 14 + 15) TOTAL											
17 NEGOTIATED BUDGET											

PART III - SUMMARY AUTHORIZATIONS, EXPENDITURES, AND BALANCES OF TITLE III ESEA FUNDS

PART III - SUMMARY		AUTHORIZATIONS, EXPENDITURES, AND BALANCES OF TITLE III ESEA FUNDS		PART I - EXPENDITURES OTHER THAN CONSTRUCTION		PART II CONSTRUCTION EXPENDITURES		TOTAL	
1	2	3	4	5	6	7	8	9	10
AMOUNT AUTHORIZED FOR EXPENDITURE FOR BUDGET PERIOD SHOWN ABOVE		ITEMS		PART I - EXPENDITURES OTHER THAN CONSTRUCTION		PART II CONSTRUCTION EXPENDITURES		TOTAL	
1		2		3		4		5	
A		UNEXPENDED FUNDS FROM GRANT AWARDED FOR PRIOR BUDGET PERIOD		1					
B		APPROVED GRANT AWARD FOR BUDGET PERIOD SHOWN ABOVE		1					
C		TOTAL FUNDS AUTHORIZED FOR BUDGET PERIOD ABOVE (NAME AS ITEM 1, COL. 8)		1					
2		EXPENDITURES DURING BUDGET PERIOD SHOWN ABOVE							
3		UNEXPENDED BALANCE OF FUNDS AUTHORIZED FOR EXPENDITURE DURING BUDGET PERIOD SHOWN ABOVE (ITEM 1 MINUS ITEM 2)							

PART IV - CUMULATIVE TOTALS - SINCE INCEPTION OF PROJECT		CUMULATIVE TOTAL TO DATE	
1		GRANT AWARDS AND CASH RECEIVED	
2		CASH RECEIVED	
3		GRANT-RELATED INCOME	
4		EXPENDITURES OF GRANT-RELATED INCOME	
5		INVESTMENT INCOME	
6		INVESTMENT INCOME	
7		INVESTMENT INCOME	

PART V - HANDICAPPED COMPONENT EXPENDITURES (REQUIRED ONLY FOR PROJECTS WITH HANDICAPPED COMPONENTS)

PROJECT EXPENDITURES BY TYPE OF HANDICAPPED CHILDREN BENEFITING		PROJECT EXPENDITURES IN SPECIAL CATEGORIES	
TYPE OF HANDICAP		CATEGORY	
(1) TRAINABLE MENTALLY RETARDED		(1) INSERVICE TRAINING OF STAFF (including such costs as equipment, travel, salaries, tuition, etc.)	
(2) EDUCABLE MENTALLY RETARDED		(2) Parent Services	
(3) HARD OF HEARING		(3) Model Cities Area Project Activities	
(4) DEAF		(4) Preschool Project Activities	
(5) SPEECH IMPAIRED		(5) Kindergarten Project Activities	
(6) VISUALLY IMPAIRED			
(7) EMOTIONALLY DISTURBED			
(8) CRIPPLED			
(9) LEARNING DISABLED			
(10) OTHER HEALTH IMPAIRED			
(11) TOTAL (Sum of Lines (1)-(10))			

THIS FISCAL REPORT IS CORRECT AND THE EXPENDITURES INCLUDED HEREIN ARE DEEMED PROPERLY CHARGEABLE TO THE GRANT FUND

SIGNATURE OF PROJECT FISCAL OFFICER *Robert D. ...* DATE *5-13-71*

SIGNATURE OF PROJECT FISCAL OFFICER *Paul ...* DATE *5-13-71*

NOTE: Supplementary schedules for proposed overall administrative costs are attached to the component budget estimates for the Community Involvement (page 129) and Project Management (page 144) components.

- d. A budget summary to reflect all estimated expenditures will be prepared later.

6. Local Commitment. The Cedar Rapids Community School District is committed to a comprehensive program of staff development through a combination of short-term and ongoing in-service opportunities. Generally, however, the district has not been in a position to allocate substantial resources to the development of courses, seminars, and workshops. Rather, in-service activities have been organized so as to draw on already existing competencies and staff experience. Recognizing the critical need for expanded teacher in-service in reading and aware that little or nothing has yet been offered to volunteer tutors or to parents, this project was conceived to allow sufficient development effort to produce a program that can be maintained at reasonable cost and maximum effectiveness. The capability of this district to deal effectively with short and long-term staff development needs is best illustrated by a brief description of the current in-service program.

The Cedar Rapids commitment to teacher training as a career-long process is evidenced by the resources allocated to staff development. More than \$200,000 is budgeted annually to the in-service function to operate a variety of programs. In addition, the in-service effort is headed by a director-level administrator and carried out by a staff of sixteen coordinators and project leaders along with an ever-increasing number of lead teachers. The proposed staff development program for teachers of reading will be accommodated by one or more of the programs described below and will necessitate no new organizational structure.

Released Time Program. Substitute teachers are provided for staff members to receive training, conduct visitations, or attend meetings to develop curriculum or teaching process. This part of the in-service program is designed for great flexibility, making it possible to encompass

much of the proposed staff development activity for reading teachers. There are two major advantages to a program which releases teachers for non-teaching duties during contracted time: 1) an opportunity is gained to provide training prior to and during the implementation of new curricular materials or teaching processes, and 2) it is possible to take advantage of some of the best thinking available in the planning of staff development programs and curriculum changes. It is clear that for a school system to maximize its effectiveness for children it must provide structured opportunities for teachers to share in thinking through problems which manifest themselves in the classroom. The released time program provides such a structure.

Training Units. One of the high priority objectives of the Cedar Rapids schools is improved functional competency in reading. Of the several strategies agreed upon to reach this objective, the one which has produced the most immediate effect prior to the current proposal is the program that has come to be termed the Primary Training Unit. Now nearing the first full year of implementation, the training unit concept involves the identification and selection of one superior primary teacher to serve as a unit leader for four to eight new teachers at the same grade level. The unit meets together during the pre-school workshop and monthly during the school year. In addition, members of each unit are provided with released time to permit half day visits in the unit leader's room and visits by the unit leader to each of the new teachers' rooms. Unit leaders meet with the district's primary specialist to receive training and maintain a coordinated program.

Professional Credit Program. The central purpose of the Professional Credit In-Service Program is to provide opportunities for in-depth study of problems or issues identified as worthy of study by committees whose task

it is to research the staff development needs of the district. Courses and seminars of varying lengths are conceptualized and planned by one of eight standing committees, then offered to the teachers of the district as an optional in-service activity. Approximately thirty-five courses are offered each year.

Courses selected for inclusion in the in-service curriculum are designed to provide knowledge and/or experience which will bear directly upon the goal of improving instruction. It is not the function of this program to write or to evaluate curriculum. Tasks that can best be accomplished through an extended assignment or mini-grant (explained on the next page) are not deemed appropriate for course activity in the Professional Credit program. Rather, an attempt is made to present opportunities for study of specific instructional techniques or content. An overriding goal is the presentation of material which can be used directly in the teaching task.

Perhaps the most important of the criteria used in determining the final program of courses is balance. An attempt is made to judge equally the needs of elementary and secondary teachers, to provide both content and process oriented activities, and to offer opportunities for general professional growth as well as for the acquisition of specific skills and abilities.

In-Service Days. Teacher contracts in the Cedar Rapids district are for 190 days of service, 180 of which school is in session. Of the remaining ten days, four are taken by the annual pre-school workshop in August, leaving six Fridays which are designated as In-Service Days. Spread throughout the school year, these are days on which no classes are held and on which staff development programs are scheduled, either on a district-wide basis, by subject matter or grade level, or within a single building.

Building In-Service. Curriculum coordinators stand ready to assist the building principal or department chairman in the development of in-service activities for individual teachers, departments, clusters or entire building staffs. Major responsibility for in-servicing building staffs, however, rests with the building principals.

Extended Assignment and Mini-Grant Programs. Extended Assignment is the name given to the procedure by which teachers are employed during vacation periods to carry on curriculum building or staff development projects which have potential for district adoption. Proposals are channeled through the Department of Curriculum and Instruction and projects are funded on the basis of district priorities and objectives.

In addition to the Extended Assignment with district implications, each building principal administers a smaller but similar fund which is made available for the exclusive use of teachers, in an individual building, who wish to carry on projects for use in that building. This is the Mini-Grant Program.

Special Projects. This is a catch-all category, encompassing such broadly diverse staff development activities as the Croft Reading In-Service, participation by teachers in conferences or workshops conducted by universities or commercial firms, holiday seminars, and state or national meetings of professional organizations.

B. Installation and Operation.

1. Installation.

a. Project Time Line.

A time line showing dates for key project events is presented in Figure 6. Events are displayed in their general relation to the components of the project.

COMPONENT

Second Year

1972-73

Third Year

1973-74

1.0 Staff Development	Analysis of Cadre attrition and Required Rebuilding Program Modification of Tutor Support Services Continuation of Second-level Cadre Training Program (emphasis on use of computer support and parent outreach activities) Comprehension skills	Analysis of Minimum Maintenance Program (to levels of 1972-73 phase)
2.0 Instructional Systems	Expansion of Computer Support System (ERIC-type access and analysis) Expansion either to area demonstration centers or to minimum building-level resource centers.	Total Implementation of CSS Total Implementation of either Area Demonstration Centers or Minimum Building-level Centers
3.0 Community Involvement	Continuing Modification of PBCAC.	Continuing Modification of PBCAC.
4.0 Project Management	Assignment of Administrative Assistant to Project	Phasing Out of Administrative Assistant and Return to original level of District Management.

RELATED
(non-Title III funds)

Pilot of Computational Skills Program
Using Project BASIC Model

Pilot of Inquiry Skills Program
Using Project BASIC Model

b. Project Staffing.

(1) Organization Chart. The Project BASIC Organization Chart, Fig. 8 , depicts the positions and relationships of all key personnel in the project organization. In the interest of clarity, this chart shows only project organization; the positions and relations of project personnel to the administrative and supervisory staff of the Cedar Rapids Community Schools is shown in Fig. 17.

The solid lines shown in Fig. 8 indicate normal line supervision and imply, for example, that the Project Office staff personnel operate under the line supervision of the Project Director for the duration of the project. The dotted lines imply project direction and communication between the Project Office and key project personnel operating under the supervision of their normal line organization supervisor.

As shown in Fig. 8 , the project organization and management methods to be employed on the project are based on the program management concepts widely used in the management of defense and space programs, modified as necessary for the effective management of educational development projects. Similar to the commonly used "matrix" form of program organization, the project organization employs a strong Project Office group under the direct supervision of the Project Director, supported by key personnel in various organization in the Educational Service Center and in the schools performing efforts on the project.

The Project Office is headed by the Project Director, who is responsible to the administration of the Cedar Rapids Community School District for the effective performance of the project and who will serve as the primary point of contact with the U.S. Office of Education

and the State of Iowa, Department of Education, Title III officer regarding the management and performance of the project.

Business, financing, and legal aspects of the project will be administered by the Administrative Assistant for General Administration and Federal Programs, who will be responsible for receiving and administering the grant and for the preparation and submission of monthly and quarterly expenditure reports.

Key personnel from the Department of Curriculum and Instruction will be assigned to the Project Office to operate under the direct line supervision of the Project Director for the duration of the project to provide assistance in the integrated planning and control of the project in the areas of staff development, instructional systems, and community involvement. The evaluation and independent audit functions will be the direct responsibility of the Project Office.

Because a number of key project personnel will remain attached to their normal functional organizations in the Educational Service Center and the participating schools, it is essential that a participative mode of management and leadership be employed by the Project Director and the Project Office staff. This implies specific involvement of both key personnel and their supervision in the planning and control of the project to assure their continued commitment to and support of project objectives.

(2) Staff Assignments. As indicated, all key personnel assignments have been tentatively completed except for the assignment of the Community Agent in the Project Office and the Lead Teachers in the Demonstration Staff and in participating public and non-public schools.

(3) Staff Qualifications. All key personnel have been selected for the capabilities for performing the project effort as indi-

cated in the Work Breakdown Structure, Fig. 27. Project personnel will be released from their normal duties to the extent required to permit them to devote either full or part-time effort to the project as planned and required. Replacement personnel have or will be secured to prevent project personnel from being distracted from the objectives of the project by other duties and to insure the ongoing district program will not be diluted. Representative job descriptions are included in Fig. 9, 10, 11, and 12.

(4) Administrative Training. No specific training of administrative staff has been necessary during the development phase of the project. However, specific training in program and project management methods will be conducted by a management consultant for all administrators and lead staff associated with the project.

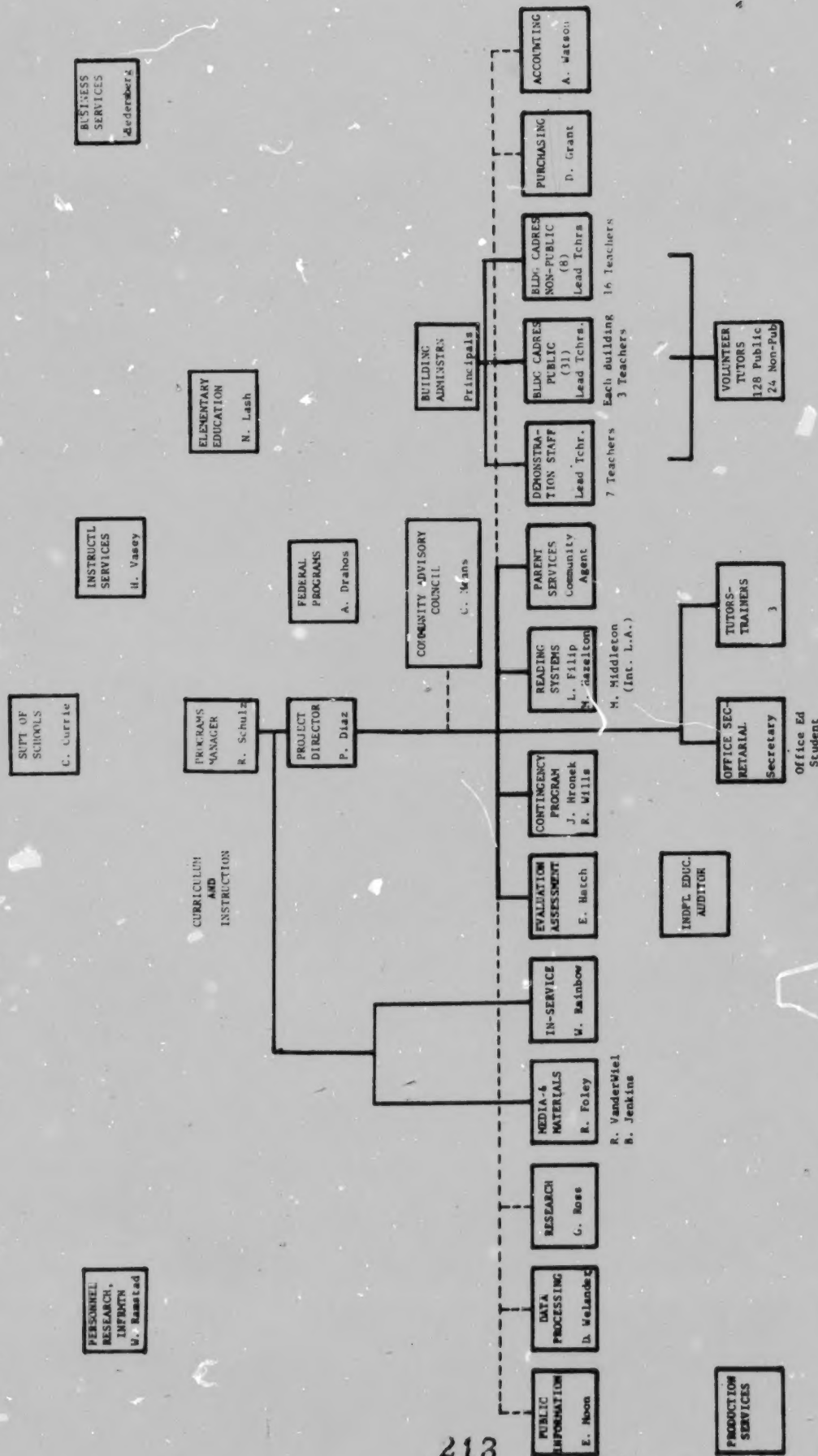


Figure 8. Project BASIC Organization

POSITION DESCRIPTION

POSITION TITLE: Elementary Reading Specialist

PURPOSE OF POSITION: Under the supervision of the Project Director to improve instruction in reading at the elementary school level, particularly in the primary grades

PRINCIPAL DUTIES: Provide extensive in-service training in reading for appropriate staff members
Develop the Demonstration Center program for project BASIC

PREPARATION, EXPERIENCE, SKILLS:

Masters' degree (minimum) with major emphasis in reading
Teaching experience in the primary grades
General knowledge of elementary school curriculum
Demonstrated ability to work with professional staff

SALARY: Classroom teachers' schedule 1971-72 adjusted for length of work year and a per diem basis

Figure 9.

POSITION DESCRIPTION

POSITION TITLE: Secretary to Project BASIC Office

LOCATION: Demonstration Center (undetermined)

PRINCIPAL DUTIES: Accomplish the secretarial and clerical work for the
office of Project BASIC
Usual administrative office responsibilities
Statistical work in relation to the evaluation of the
project

PREPARATION, EXPERIENCE, SKILLS:

- High school graduate, some college or business school preferred
- High level secretarial skills
- Pleasant personality, nice telephone voice and manner
- Ability to handle minor public relations calls and transmit to proper channels with minimum supervision after training.

SALARY: Group F. Beginning salary \$2.27 to \$2.57 dependent upon experience

WORK YEAR: Twelve months

EMPLOYMENT DATE: Immediately

Figure 10.

POSITION DESCRIPTION

POSITION TITLE:	Teacher Associate I
PURPOSE OF THE POSITION:	<u>To assist in the performance of supervisory and instructional tasks that have been initiated or suggested by the teacher. Serves as a teacher under the guidance of a teacher.</u>
TYPICAL DUTIES:	Under the guidance of the teacher, performs: .individual instruction .small group instruction .large group instruction Gives follow-up presentation of the teacher's lesson. Assists in T.V. instruction (teacher not necessarily present.) Supervises or monitors the room in the absence of the teacher. Assists in lesson development. Assists in material preparation. Drills pupils for maintenance of skills.
EDUCATION AND SKILL REQUIREMENTS:	Four years of college credit. Possess a state certificate. Possess a strong interest in major field of college endeavor. Minor college field helpful. Enjoy working with children.
CLASSIFICATION:	Group H Salary: \$2.70 - \$4.00 Work year - 180 days Benefits - Sick leave, workmen's compensation, family illness leave, bereavement leave, emergency leave, and personal leave. <u>Paid holidays:</u> Labor Day, Veteran's Day, Thanksgiving Day and following Friday, Christmas Day, New Year's Day, Washington's Birthday, Good Friday, Memorial Day.

Figure 11.

POSITION DESCRIPTION

POSITION TITLE: Teacher Associate II

PURPOSE OF THE POSITION: To supervise pupils on a monitorial or service basis not necessarily in the presence of a certificated teacher or administrator.

TYPICAL DUTIES:

- Provide individual instruction when directed by teacher.
- Provide small group instruction when directed by teacher.
- Assist in laboratory work.
- Assist in T.V. instruction (teacher present).
- Test tabulation and item analysis.
- Make instructional devices.
- Prepare instructional material.
- Monitor study halls.
- Monitor hallways.
- Monitor detention rooms.

EDUCATION AND SKILL REQUIREMENTS:

- Sixty semester hours of college credit.
- Possess a state certificate.
- Enjoy working with children.
- Major field of interest helpful.

CLASSIFICATION: Group F Salary \$2.30 - \$3.42

Work year - 180 days

Benefits - Sick leave, workmen's compensation, family illness leave, bereavement leave, emergency leave, and personal leave.

Paid Holidays: Labor Day, Veteran's Day, Thanksgiving Day and following Friday, Christmas Day, New Year's Day, Washington's Birthday, Good Friday and Memorial Day.

Figure 12.

c. Facilities, Materials, and Equipment.

(1). Facilities. All activities of the proposed project will be conducted in presently existing facilities. The site of the Demonstration Center will be selected upon approval of the formal proposal. Two or three adequate sites are available and final selection will depend on the following factors: 1.) availability of a one or two-room complex for the skills center staff; 2.) availability of an instructional materials center at the demonstration site; 3.) ease of community access, including distance to established bus routes and to anticipated tutorial staff (for example, Mt. Mercy and Coe Colleges, senior citizens' residence, and secondary schools), as well as to the Educational Service Center in which many of the administrative or management activities of the project will be centered and where most of the staff displayed in the Project BASIC Organization Chart, Fig. 8, is already housed. Facilities in the Educational Service Center include data processing, accounting, purchasing, and production as well as the normal staff of the Department of Curriculum and Instruction through which the local district will make a major contribution to the support of the project.

(2). Materials. At least in the first year of the project no major materials and equipment purchases are anticipated either for the project or for the administration of the project. Because the facilities and equipment are already in existence, no problems are anticipated with respect to the development of the project. Many of the materials and supplies which will be available in the Demonstration Center and will be a contribution of the local district, have already been ordered and are on hand for use during the Pilot Skills Center program this summer. **Representative samples of available material lists are presented in Figures 13-16.**

Because the proposed three-year program anticipates the exploration of various instructional systems in the Demonstration

Center, major capital-equipment expenses may be purchased or included in subsequent, continuing applications. However, nothing as expensive as either computer-managed or computer-assisted instruction is anticipated and the type of additional equipment which might be necessary would more likely be in the \$200-\$500 category:

SUPPLEMENTARY BOOKS

9	Poems for Galloping	2	Baby Elephants
7	Round as a Pancake	1	Mr. Jolly's Sidewalk Market
10	A Day With Pets	2	Three Little Dachshunds
12	Children of the World say "Good Morning"	1	Five is Five
9	Good Morning, Mr. Sun	1	What Is Big
5	Let's Talk about the World	1	You Can Find a Snail
4	Old Mother Goose	1	Three Billy Goat Gruffs
4	Joey Kangaroo	12	The Alphabet Tale
3	The House that Jack Built	9	A is for Annabelle
7	Poems for Counting	1	The ABC Hunt
4	To Know a Tree	7	Wildsmith's ABC
5	The Sun is a Star	8	Lears Nonsense Alphabet Book
2	Going Up, Going Down	11	Hop an Pop
10	The River	4	Dr. Seuss's ABC
5	Birds in the Wintertime	3	Red Fox and His Canoe
11	Makers of Boxes	2	Case of Hungry Stranger
43	All Kinds of Neighbors	3	Happy Birthday
20	Good Night Mr. Beetle	3	The Secret Three
6	Lets Take a Walk	5	Hurry Hurry
8	Poems for Weather Watching	3	The Cat's Meow
21	One-Two-Three-Four	2	Little Runner on Longhouse
10	A Cat	2	Little Chief
20	Daddy is Home	2	Julius
2	Old Woman and the Pig	2	Soldiers and Sailors
2	At Home on the Ice	3	Little Bear's Visit
2	Here Comes Jimmy	2	Little Bear's Friend
1	Capt Murphy's Tugboat	2	No Funny Business
1	Big Frog Little Frogs	1	Father Bear Comes Home

FILMSTRIPS

372.41	Initial Consonants B S M F T	The Sound of Initial Consonant "t"
372.41	Initial Consonants C W R H G	The Sound of Initial Consonant "p"
372.415	Initial Consonants P L D N J	The Initial Sound of the Short "a"
372.415	Initial Consonants K V Y Z Q X	The Sound of Initial Consonant "t"
372.415	Rhyming Endings	The Sound of Initial Consonant "c"
372.415	Consonant Blends	The Short Sound of "a"
372.415	Plural, Possessive and Compound Words	The Sound of Initial Consonant "f"
372.415	Final Consonants	The Sound of Initial Consonant "d"
372.415	Learning Letter Sounds B C D F G H J K M N P R S T V W Y CH TH SH WH	The Sound of Initial Consonant "g"
		The Sound of Initial Consonant "b"
		The Sound of Initial Consonant "s"
		The Sound of Initial Consonant "l"
		Single Consonants (adding q, x, z) Initial & Final, Using Words With Short a, i, u
FS-18	Hearing Sounds In Words	All Short Vowels: Discrimination Between a, e, i, o, u
FS-19	Consonant Sounds	Discovering Rule for Long Vowel Sound
FS-20	Tricky Consonant Sounds	Diagrams: (Twin Consonants), Initial and Final, Words with Short a, i,
FS-21	Long Vowel Sounds	Discovering Rule for Short Vowel Sound
FS-22	Letters which Work Together	Double Vowels and Rules that Apply
FS-23	Studying Long Words	The Short Sound of "o"
FS-24	Letter Sound F	The Long Vowel Sounds
FS-25	Single Letter Sounds L T F C S B D	Short and Long Vowel Sounds, Using All Skills Learned
FS-26	More Single Letter Sounds	The Short Sound of "e"
FS-27	Sounds In Rhymes W B K Q X Y Z	Working with Vowel Sounds Through Perception
FS-28	Two Letter Sounds	
FS-29	More Sounds In Rhymes	

McGraw-Hill

TAPE RECORDING

TR 1302 - 1306	Aesop's Fables	Animals
TR 1206	Alphabet, Beginning Consonant Sounds	
TR 1146	Amy's Doll	Dolls
TR 1145	Angelo Goes To The Carnival	
TR 1128	Animals Do The Strangest Things	Animals
TR 1167	Angus and the Cat	Dogs
TR 1121	At Daddy's Office	
TR 1152	Atuk	Eskimo
TR 3112 - 3121	Auditory Discrimination Lessons 1, 2 Lessons 3, 4 Lessons 5, 6 Lessons 7, 8 Lessons 9, 10 Lessons 11, 12 Lessons 13, 14 Lessons 15, 16, 17 Lessons 18, 19, 20 Lessons 21, 22, 23	
TR 1157	Barto Takes The Subway	
TR 2719	The Best Burro	
T 1757	Biggest House In The World	Snails
T 1772	The Bike Lesson	
T 1770	Black and White	
TR 1125	Bonhomme	
TR 1158	Bright Barnyard	Animals
TR 1122	The Calico Jungle	Animals
TR 1421	Case of the Cat's Meow	Cats
T 1898	The Cask of Amontillado	
T 1759	Cathy's First School	
TR 1156	Cinderella	
TR 1129	Cindy's Snowdrops	
TR 1174	The Cow Who Fell In The Canal	

PHONODISC

PR 11	Angus and the Cat	Dogs
PR 18	Angus Lost	Dogs
PR 12	All Aboard the Train	Locomotives - Railroads
PR 149	Activity Songs For Kids	
PR 71	The Big, Big Box	
PR 15	The Cow Who Fell In The Canal	Cows
PR 13	Do Baby Bears Sit In Chairs?	Animals
PR 17	The Day Daddy Stayed Home	
PR 135	Dinosaurs - Stories	Dinosaurs
PR 72	Fish For Breakfast	
PR 117	Folk Songs	
PR 16	Georgie	Ghost Stories
PR 76	Georgie To The Rescue	
PR 70	Georgie And The Magician	
PR 73	The Little Island	
PR 74	The Man Who Didn't Wash His Dishes	
PR 14	One Horse Farm	Horses
PR 161	1, 2, 3 and A Zing Zing Zing	
PR 75	Peter's Long Walk	
PR 5	Pudgy, The Beaver	
PR 78	Penguin's	
PR 77	Rosa - too-little	
PR 139	Sounds Of The Sea, Vol. 1	
PR 150	Milne, A.A.	
PR 252	Songs of the Humpback Whale	Whales
PR 210-225	Singing	
PR 226-229	Singing Games	
PR 140	Sounds of Sea Animals	Marine Animals
PR 19	World Full of Horses	Horses

2. Operation.

a. District Organization. As indicated by the Project BASIC organization chart, Fig. 8 , page 63, the Project Director reports to the Executive Director of Curriculum and Instruction. Other relationships to the administrative structure of the school system are shown in Fig. 17.

b. Project Support. In order to assure that the project receives adequate support from the school system for the performance of the project, the following steps either have been or will be taken.

- * - Key personnel have been assigned to the line supervision of the Project Director to assure integrated planning and control of the project.
- * - Key personnel not under the line supervision of the Project Director and their supervisors have been involved in the planning of their project effort so as to assure their commitment to the success of the project.
- * - Project progress will be monitored and communicated with appropriate school district administrative personnel to assure their continued knowledge of project progress and support of the project. Specifically, Management Review Briefings will be presented on a monthly schedule to either the Superintendent's Cabinet or the General Council. These briefings will be made by key project personnel who will report on their objectives, status of effort, problem areas, and corrective action.

c. Authority. Authority for the employment of personnel and authorization of expenditures within the constraints of the project budget has been given to the Project Director.

d. Corrective Action. Specific systems of monitoring project progress and the achievement of progress objectives will be implemented to provide the Project Director and other administrative personnel with maximum "project visibility," so that problem areas can be detected at the earliest possible time and prompt and effective corrective action taken. Corrective action will normally be taken by group problem-solving methods involving both Project Office staff and other key personnel and administrators. It is a prime responsibility of the Executive Director of Curriculum and Instruction to assure that the Project Director receives the full support of the resources of the school system in the resolution of problems and the application of corrective action.

C. Communication. The purposes of the communication system are to provide an efficient and economical method for communicating with the public (internal and external), and to develop an awareness of and interest in Project BASIC, and to stimulate appreciation and support for the initiative of the school district and its commitment of resources to the project. To fulfill these functions the communication system must be capable of collecting information, processing information, and distributing information.

1. Internal Communication. The internal public (district employees and school board) will receive information via both regular and special system-wide communication channels. Five different, regular periodic house organs -- two general and three aimed at specific sub-publics -- will carry progress reports and feature stories. Special Project BASIC bulletins will announce extraordinary and timely developments and promote verbal, written, or oral feedback to project staff.

A simple and convenient method for contributing information or raising questions relative to Project BASIC will be available to all members of the staff and community through a 24-hour access to a telephone recording system - BASIC Hotline, 398-2158. Information or questions concerning Project BASIC may also be mailed to the following address: Project BASIC, Educational Service Center, 346 2nd Avenue S.W., Cedar Rapids, Iowa, 52402.

All questions and suggestions received either on the Hotline or by letter, will be carefully processed. Preliminary plans call for abstracting and coding information items by punching the proper holes on McBee key-sort cards - indicating sender, subject matter, and intended recipient. Abstracts of all information items will be placed on key-sort cards and filed by using serial reference numbers. Complete

records of all information items will be stored either on audio tape or printed form in the Teaching Resource Center and will be available to any staff member or person in the community upon request.

Questions called in will be recorded on a phone message from and referred to the proper resource person who will research the question and obtain the best available answer. Persons receiving telephone referrals will relay answers to the questioning party by a personal call, when possible. Anonymous questions will be reviewed by the Project Director and when deemed worthy of attention will be discussed in a monthly newsletter.

In addition, through the dial access system, BASIC Update, 398-2757, will provide all project staff access to short weekly tapes containing abstracts and current informational items about Project BASIC. Complete reports will be sent only if requested by an individual.

A final means of communicating project information among the project staff and between project staff and other school system personnel will be the Management Review Briefing (page 74). Reports from all components and personnel on the project will facilitate the coordination and integration of project effort.

2. Dissemination. The external public, which is, for practical purposes, synonymous with the "general public", will receive information, including encouragement to provide feedback, through the mass media. Public presentations to the Board of Education will include recommendations, progress reports, and normally will receive press, radio, and television coverage.

The regular communication channels of the system-wide Community Souncil of parents, teachers, and students will be utilized to communicate with the parent public, that segment of the general public which might reasonably be expected to exhibit the most personal and immediate interest in the project. Interested people in the community will also have access to both BASIC Update and BASIC Hotline (See above). 223

D. Evaluation.

1. Evaluation Design. The basis for evaluation in this project is a dynamic one emphasizing rational decision making. Planning for the project has emphasized flexibility in program structure of content procedures. In fact, these have been carefully established by relying on baseline data, conceived prior to the project proposal, and gathered through on-going district evaluation. The emphasis here is that the project planners recognize the needs for program monitoring during all phases. This monitoring should be based on alternative courses of action.

The program has been planned following these steps:

Baseline data has been used to determine school district needs.

Broad objectives (goals) have been developed to meet these needs.

A flexible program has been planned to meet the broad objectives.

An evaluation plan has been developed to provide information for making decisions about the program.

Initial program-planning recognized the need for a model for considering the various types of decision making during a program. The Stufflebeam CIPP model (See Figure 181) provided a basic structure for developing the evaluation plan. Evaluation in this model is defined as the process of providing information for making decisions. This definition is congruent with the dynamic concept of evaluation in this proposal.

As stated above, the basic steps included first of all a review of baseline data on hand to determine broad program objectives. This baseline data included:

EVALUATION is the process of gathering useful information to ascertain relative values of competing alternatives comprising a decision situation.

	<u>Intended</u> ↓	<u>Actual</u> ↓
<u>Ends</u> →	CONTEXT EVALUATION serves <u>planning decisions</u> to determine objectives, specify major changes needed, and establish priorities.	PRODUCT EVALUATION serves <u>recycling decisions</u> to judge the relation of attainments to objectives and to determine whether to continue, terminate, or drastically modify an activity.
<u>Means</u> →	INPUT EVALUATION serves <u>structuring decisions</u> to design procedures to achieve the objectives—that is, to develop an action plan.	PROCESS EVALUATION serves <u>implementing decisions</u> to utilize, control, and refine procedures to carry through the action plan.

Figure 18. Variation of Stufflebeam CIIP Model.

This baseline data included:

Regular surveys, administered every six weeks, reporting the progress of first, second, and third grade students through the basal reading series.

Observations of student behavior conducted in primary classroom during scheduled reading periods.

In-depth sampling of behavioral objectives in reading, given to 200 first-graders.

Surveys asking first grade teachers to report the percentage of their class capable of accomplishing 36 selected reading behaviors.

Administration of the Gates-MacGinitie Reading Test to all first through fourth-graders.

Assessment of primary teachers' and principals' educational background in reading, through a survey of their college transcripts.

The project planners reviewed this data with reading teachers, principals, central office staff, and the Community Advisory Council to arrive at a set of program objectives. The many objectives planned for the project seemed to fall into three **broad** categories: (1) Pupils: improvement of reading skills, (2) Staff; development of greater facility in diagnostic teaching with increased provision for individual student needs, and (3) Management: field testing of a management prototype that might be used in the Cedar Rapids School system.

The Evaluation Model. Since evaluation in this model is the process of providing information for making decisions, and procedures may be altered in the light of experience, evaluation procedures are based on the four components of the CIPP model, as applied to the project.

Context evaluation. Existing objectives of the Cedar Rapids reading program were reviewed. Analysis were made of degree of accomplishment of behavioral objectives in reading, and baseline data on reading achievement scores was gathered. Staff and community concerns about the reading programs were noted. Although much context evaluation has been done, it will continue during each phase of the project.

Input evaluation. A reading task force group spent several months evaluating information from recent literature on the reading process. A research-related card file was developed. Successful programs outside the district were discussed and evaluated in terms of their applicability in the Cedar Rapids system. Input evaluation will also be a continuous part of the project.

Process evaluation. On-going evaluation of all phases of the project will be conducted in order to monitor accomplishment of objectives, assess operational procedures in the light of experience, and make modifications necessary to facilitate the accomplishment of broad program objectives.

Task Work Statements (see page 135), will be prepared for all project task groups. These are cross-indexed with the Work Break-down Structure Matrix (page 134). Task group evaluation procedures will be based on a review of each Task Work Statement. The degree of accomplishment of individual tasks will be entered on the evaluation sheet. Where necessary, tasks may be revised to facilitate accomplishment of major project objectives.

As process evaluation continues, many questions will arise. These questions will be reviewed as in the example (See Figure 19).

Question	Alternative	Information	Criteria
Example:			

Figure 19

Authority for decision making will be entered as in Figure 20. As delegation of authority is made, it will be entered as a task on the appropriate Task Work Statement. (See Figure 5)

Decision	Decision Maker	When Decision is to be Made

Figure 20

Product evaluation. Performance will be assessed against expected outcomes and accomplishment of objectives. Costs and benefits of different program activities will be analyzed, and decisions will be made about the practicality of using the design as a prototype for other district programs.

The following diagram illustrates the interfacing of the four components during the course of the project. A timeline of major project activities is included for illustrative purposes. (See Figure 21)

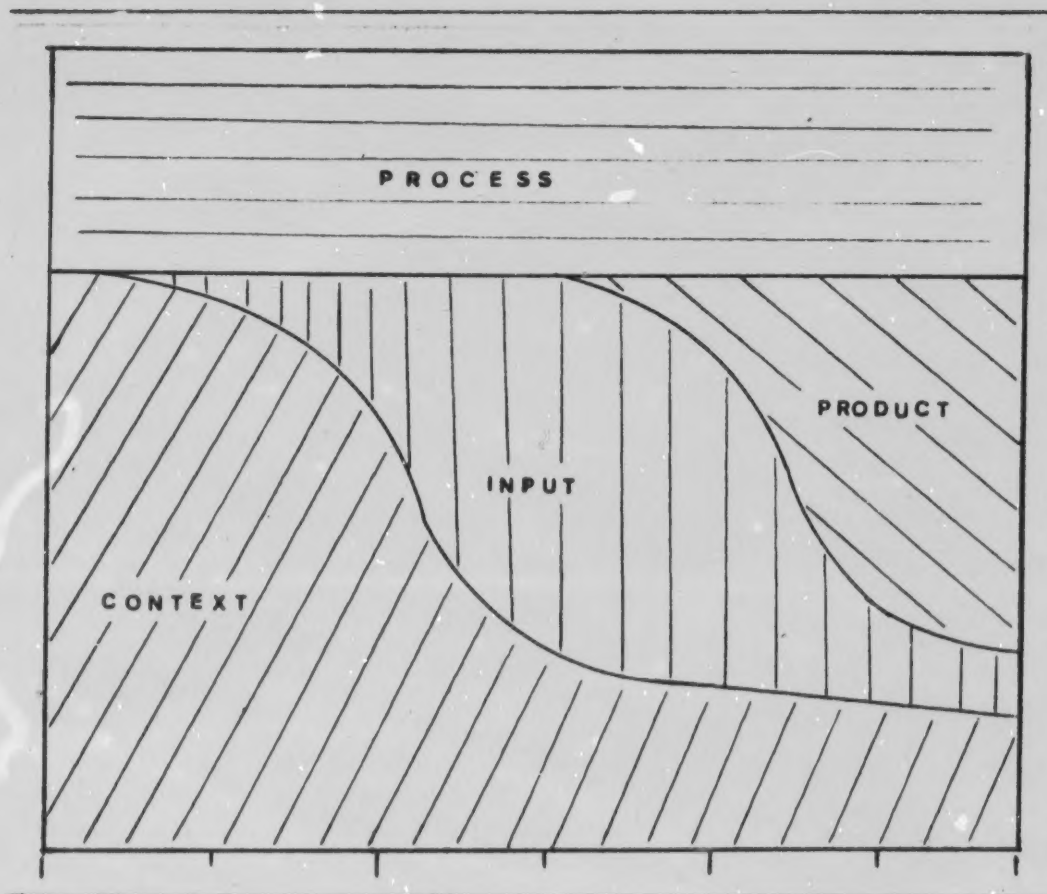


Figure 521.

As stated in the section Educational Program Audit, because of the press of time, final agreement on the evaluation design is yet to be accomplished. This will be submitted in a formal pre-audit report to the District not later than June 16, and to the United States Office of Education immediately thereafter.

The Evaluation Summary Chart, on the following pages, indicates the type of evaluation now planned for stated project objectives. Overall program objectives are stated, after which follows a list of the first year objectives outlined on page 86. Stated objectives are cross-indexed according to the key on page 35.

EVALUATION/AUDIT PLAN SUMMARY CHART 1

Page One

Performance Objectives	Evaluation Measurement Techniques and Instruments ¹				Evaluation Data Collection Procedures		
	General Technique	Special Conditions	Name/Type Instrument ²	Date Instrument Available	Baseline Data	Target Group	Scheduled Date(s) ³ Person Responsible
Classify by Target/Operator Group							
1.1-0-01 (Teachers' Use of Croft Materials)	Criterion - referenced test	Given To All Lead Teachers	Criterion Refr. Test	Sept. 1971	Pre-Test Sept. 1971	Lead Teachers	Beg. and End of Croft Trng. Teachers Teaching Croft Materials
1.1-0-01	Case Study Eval By Rating Scale	Prepared By All Lead Teachers	Rating Scale	Sept. 1971	None	Lead Teachers	End of Croft Trng. Teachers Teaching Croft Materials
1.1-0-02 (Teachers Use of Diagnostic Techniques)	Rating Scale	Observation of Teaching	Rating Scale	Oct. 1971	None	Lead Teachers	Center Staff and/or Reading Specialists
1.1-0-03 (Teachers' Transfer of Techniques to Own Classroom)	Behavioral Observations	Random Sampling	Questionn. Observation to Checklist	Aug., 71 to Jan., 72	Questionnaire Fall, 1971	Lead Teachers	Center Staff and/or Reading Specialists
1.1-0-04 (Increased Awareness of Student Needs)	Teacher Questionnaire	Given to All 1st Grade Lead Teachers	Questionn.	Present	May, 1971	1st Grade Cadre Teachers	Center Staff and/or Reading Specialists
1.1-0-04	In-depth Sampling of Behavioral Objectives	Random Samp. of 1st Grade Students	Lists of Behavioral Objectives	Present	May, 1971	1st Grade Students	Center Staff and/or Reading Specialists
1.1-1-01 (Participation in Croft In-Service)	Log of Lead Teacher Attendance	All Lead Tchrs. Who Did Not Receive Acceptable Score on Criterion and/or Atten.	Case Study Criterion Ref. Test	Nov. 1971	None	All Lead Tchrs. Who Did Not Receive Acceptable Score on Criterion	Teachers Teaching Croft Materials

¹ Use appropriate codes to avoid duplication

² Describe in attachment

³ Place critical dates on Evaluation/Audit Time Line Case Study attachment

and/or Case Study

Log

EVALUATION/AUDIT PLAN SUMMARY CHART 1

Page One

Performance Objectives	Evaluation Measurement Techniques and Instruments ¹				Evaluation Data Collection Procedures			
	General Technique	Special Conditions	Name/Type Instrument ²	Date Instrument Available	Baseline Data	Target Group	Scheduled Date(s) ³	Person Responsible
Classify by Target/Operator Group								
1.1-1-02 (Lead Tchrs. Participation With Center Students)	Log of Lead Tchrs. Attendance	All Lead Teachers	Log	Oct. 1971	None	Lead Teachers	Fall, 71 to May, 72	Project Evaluator
1.1-1-03 (Building Program)	Monthly Reports	None	Monthly Report Form	Sept. 1971	None	Teachers	Monthly Beg. Oct., 71	Lead Teachers
1.1-1-04 (Other Cadre Members Center Attendance, Up to 4 Half Days)	Log of Cadre Tchrs. Attend.	All Cadre Teachers (0-4 half days per teacher)	Log	Oct. 1971	None	Non-Lead Cadre Teachers	Fall, 71 to May, 72	Project Evaluator
1.2-0-01 (Tutors' Use Of Techniques)	Rating Scale	Classroom Observation	Rating Scale	Nov. 1971	None	Trained Tutors	After Trg. - Begin. Nov., 71	Teachers and/or Center Staff
1.2-1-01 (Tutor Attendance at Tutor Trng.)	Attendance Log	None	Log	Sept. 1971	None	Tutors	end of certification, end of year	Tutor Training Staff
1.3-0-01 (Parents' Increased Awareness of Reading Activities)	Questionnaire	All Parents of Center Students Random Sampling	Questionn. Of	Sept. 1971	Fall, 1971 Collection	Parents	Fall, 71 to May, 72	Project Evaluator
1.3-1-01 (Parent Conf.)	Log of Conf.	None	Log	Sept. 1971	None	Parents	Fall, 71 to May, 72	Teachers in Center School

¹ Use appropriate codes to avoid duplication² Describe in attachment³ Place critical dates on Evaluation/Audit Time Line attachment

EVALUATION/AUDIT PLAN SUMMARY CHART 1

Page One

Performance Objectives		Evaluation Measurement Techniques and Instruments ¹				Evaluation Data Collection Procedures ²		
Classify by Target/Operator Group	General Technique	Special Conditions	Name/Type Instrument ²	Date Instrument Available ³	Baseline Data	Target Group	Scheduled Date(s) ³	Person Responsible
1.3-1-02 (Communication System)	Logs and Reports	Counter on Dial Access and Logs	Log	At Present	N/A	Parents	Monthly Summary	Media Coordinator
2.1-0-01 (Duration of Center Operation)	Logs	Weekly Schedule of Children into Center	Center Log	Sept. 1971	None	Center Staff	Monthly Beg. Oct., 30, 71	Project Evaluator
2.1-0-02 (Grade Level Gain in Reading Test Scores)	Standardized Rdg. Ach. Test	Entire Popul. of Target Groups	Gates-McGinitie Rdg. Test	At Present	May 1971 Administration	Center Pupils	May 1972	Project Evaluator
2.1-0-03	Informal Inventory	Random Selection	Informal Inventory	Sept. 1971	Pre-Test, Fall 1971	Center Pupils	Fall, 71 May, 72	Project Evaluator and/or Center Staff
2.1-0-03 (Pupil Improvement In Attitude)	Attitude Survey	Entire popul. of Target Groups (Except 1st-Graders)	Semantic Differential	Sept. 1971	Pre-Test Fall 1971	Center Pupils	Fall, 71 May, 72	Project Evaluator
2.1-1-01 (Pupils Work In Center)	Log	Weekly. Schedule of Children into Center and Record of Types of Activity	Center Log	Sept. 1971	None	Center Pupils	Monthly Beg. Oct. 30, 71	Center Staff
2.2-1-02 (Coordination Between Center Staff and Teachers From Center School)	Log	Weekly Record of Thrs. Consultations and Request for Help	Log	Sept. 1971	None	Center Teachers	Monthly Beg. Oct. 30, 71	Center Staff

¹ Use appropriate codes to avoid duplication

² Describe in attachment

³ Place critical dates on Evaluation/Audit Time Line attachment

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EVALUATION/AUDIT PLAN SUMMARY CHART 1

Page One

Performance Objectives	Evaluation Measurement Techniques and Instruments ¹					Evaluation Data Collection Procedures		
	General Technique	Special Conditions	Name/Type Instrument ²	Date Instrument Available ³	Baseline Data	Target Group	Scheduled Date(s) ³	Person Responsible
Classify by Interest/Operational Group								
3.1-0-01 (Activities of Community Advisory Committee)	Log	None	Log	Sept. 1971	N/A	Commun. Adv. Comm.	Monthly beg. Sept. 30 1971	Community Council Coordinator
3.1-1-01 (Same As Above)	Log	Record of Participation of Members	Log	Sept. 1971	N/A	CAC	Monthly beg. Sept. 30 1971	Community Council Coordinator
3.2-0-01 (Communication Process)	Log	Daily Transcription of Suggestions Log of Questions and Answers	Log	Sept. 1971	N/A	entire community	daily	Media Coordinator
3.2-1-01 (Same As Above)	Log	Daily Transcription	Log	Sept. 1971	N/A	entire community	daily	Media Coordinator
3.2-1-02 (Answers To Questions or Requests)	Log	Daily Transcription of Questions and Answers	Log Telephone Referral Form	Sept. 1971	N/A	entire community	daily, when necessary	Center Staff
3.2-1-03	Log and Newsletter	Daily trans. of questions-periodic newsletter	log and newsletter	Sept. 1971	N/A	entire community	Beg. Sept., 1971	Project Director

¹ Use appropriate codes to avoid duplication

² Describe in attachment

³ Place critical dates on Evaluation/Audit Time Line attachment

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EVALUATION/AUDIT PLAN SUMMARY CHART 1

Page One

Performance Objectives		Evaluation Measurement Techniques and Instruments ¹				Evaluation Data Collection Procedures		
Classify by Target/Operator Group	General Technique	Special Conditions	Name/Type Instrument ²	Data Instrument Available ³	Baseline Data	Target Group	Scheduled Date(s) ³	Person Responsible
4.1-0-01 (Completion of Formal Proposal)	Documentation	N/A	N/A	At Present	N/A	N/A	N/A	Project Director
4.1-0-02 (System for Monitoring and Controlling Project Efforts)	Systems Analysis- Accounting Techniques	None	Cost Account Forms Work Breakdown Structure Matrix	March 1972	None	Project Management Staff	Project Management Staff	Project Director
4.1-0-03	Systems Analysis	None		Oct. 1971	None	Project Management Staff	Oct., 1971	Project Director
4.1-1-01 (Organization Chart)	N/A	N/A	Organization At Chart	Present	None	Project Staff	N/A	Project Director
4.2-0-01 (Evaluation Design)	CIPP	Complete figures 19-20 in Proposal	Evaluation Design	Sept. 1971	None	Project Staff	Oct. 1971	Project Evaluator
4.2-1-01 (Baseline Data)	Previously Stated	All Previously Mentioned Base-line Data Instruments	See Line Item	March 1972	N/A	Project Staff	Sept. 1971	Project Evaluator
4.2-1-02								
4.3-0-01								
4.3-1-01								
4.3-1-02								

1 Use appropriate codes to avoid duplication

2 Describe in attachment

3 Place critical dates on Evaluation/Audit Time Line attachment

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EVALUATION/AUDIT PLAN SUMMARY CHART II

Page Two

Evaluation Data Analysis Techniques ¹			Evaluation Data Analysis Presentation ¹					
General Technique	Special Conditions	Person Responsible	Evaluators Report Dates ³	Person Responsible	Method	Schedule ³	Recipient	Audience
1.1-0-01 (Croft Materials) Criterion Referenced Text Descriptive Statistics $\bar{X}$, sd Rating Scale To Assess Case Study Descriptive Stat.	Lead Teachers To Be Excused From Croft Trg. and Post-Test if Pre-Test Score is Acceptable	Project Evaluator	March 1, 1972	Project Evaluator	Conference Presentation and/or Report	Spring 1972	Project Staff	District Director of Research
	None	Project Evaluator	March 1, 1972	Project Evaluator	Conference Presentation and/or Report	Spring 1972	Project Staff	District Director of Research
1.1-0-02 (Teachers' Use of Diagnostic Test)	None	Project Evaluator	June 30, 1972	Project Evaluator	Conference Presentation and/or Report	End of 1st Year	Project Staff	District Director of Research
1.1-0-03 (Teachers' Questionnaire Used Transfer of Techniques) to Determine Behavioral Observ. Prior Competency Questionnaire, Descrip. Will Be Basis For Observations		Project Evaluator	Dec. 1, 1972 June 30, 1972	Project Evaluator Project Evaluator	Written Report Conference Presentation and/or Report	End of 1st Year End of 1st Year	Project Staff Project Staff	District Director of Research District Director of Research
1.1-0-04 (Increased Awareness of Student Needs) Teacher Question. In-Depth Sampling of Behavioral Objectives	Questionnaire Will Be Compared With In-Depth Sampling To Be Done Only In First Grade	Project Evaluator	June 30, 1972	Project Evaluator	Conference Presentation and/or Report	End of 1st Year	Project Staff	District Director of Research
1.1-1-01 (Participation in Croft In-Service Log)	Excludes Teachers Reaching Criterion on Pre-Test	Project Evaluator	June 30, 1972	Project Evaluator	Written Report	End of 1st Year	Project Staff	District Director of Research

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Evaluation Data Analysis Techniques ¹			Evaluation Data Analysis Presentation ¹				
General Techniques	Initial Conditions	Person Responsible	Evaluators Report Dates ³	Person Responsible	Method	Schedule ³	Audience
1.1-1-02 (Lead Tchr. Participation) Log of Lead Tchr. Atten.	None	Project Evaluator	June 30, 1972	Project Evaluator	Written Report	End of 1st Year	District Director of Research
1.1-1-03 (Bldg. Program) ,Monthly Reports	None	Project Evaluator	June 30, 1972	Project Evaluator	Written Report	End of 1st Year	District Director of Research
1.1-1-04 (Attendance of Other Cadre Members) Necessary If Log of Attendance	May Not Be Other Cadre Members Do Not Attend Center	Project Evaluator	June 30, 1972	Project Evaluator	Written Report	End of 1st Year	District Director of Research
1.2-0-01 (Tutors' Use of Techniques) Rating Scale Criterion Referenced	None	Project Evaluator	June 30, 1972	Project Evaluator	Written Report	End of 1st Year	District Director of Research
1.2-1-01 (Tutor Attendance at Training) Attendance Log	None	Project Evaluator	June 30, 1972	Project Evaluator	Written Report	End of 1st Year	District Director of Research
1.3-0-01 (Parents Increased Awareness Questionnaire Chi Square	Based on Fall Pre-Test Questionnaire Random Sample of Non-Respondents	Project Evaluator	Dec.1,72 June 30,72	Project Evaluator	Conference Presentation and/or Report	End of 1st Year	District Director of Research
1.3-1-01 (Parent Conference) Log of Conference	None	Project Evaluator	June 30, 1972	Project Evaluator	Written Report	End of 1st Year	District Director of Research

EVALUATION/AUDIT PLAN SUMMARY CHART II

Page Two

Evaluation Data Analysis Techniques ¹			Evaluation Data Analysis Presentation ¹				
General Techniques	Special Conditions	Person Responsible	Evaluators Report Dates ³	Person Responsible	Method	Dissemination of Evaluation Results ³	Audience
1.3-1-02 (Communication System) Logs and Reports	None	Project Evaluator	June 30, 1972	Project Evaluator	Written Report	End of 1st Year	Project Staff District Director of Research
2.1-0-01 (Duration of Center Operation) Log of Schedules	None	Project Evaluator	June 30, 1972	Project Evaluator	Written Report	End of 1st Year	Project Staff District Director of Research
2.1-0-02 (Grade Lvl Gain in Rdg. Test Scores)	Two Control Schools	Project Evaluator	Informal Inventory and Gates Report June 30, 72	Project Evaluator	Conference Presentation and/or Report	End of 1st Year	Project Staff Community Council Bd. of Education
Standardized Rdg. Achievement Test - Test for Mean Difference	Similar to Center School in IQ of Pupils - IQ or Met. Readiness Scores used as covariate if necessary	Project Evaluator	June 30, 72	Project Evaluator	Conference Presentation and/or Report	End of 1st Year	Project Staff District Director of Research
Informal Inventory Test for Mean Difference (t test)	Mean Difference Between Pre-Test and Post-Test	Project Evaluator	June 30, 1972	Project Evaluator	Conference Presentation and/or Report	End of 1st Year	Project Staff Community Council Bd. of Education
2.1-0-03 (Improvement in Attitude) Attitude Survey Median Test	Pre-Test and Post-Test (Excludes First-Graders)	Project Evaluator	June 30, 1972	Project Evaluator	Conference Presentation and/or Report	End of 1st Year	Project Staff District Director of Research
2.1-1-01 (Pupils' Work in Center) Log	None	Project Evaluator	June 30, 1972	Project Evaluator	Written Report	End of 1st Year	Project Staff District Director of Research

EVALUATION/ADMIT PLAN SUMMARY CHART II

Page Two

Evaluation Data Analysis Techniques ¹			Evaluation Data Analysis Presentation ¹			
General Technique	Special Conditions	Person Responsible	Evaluators Report Dates ²	Person Responsible	Method	Dissemination of Evaluation Results
2.2-1-02 (Coordination Between Teachers and Staff) Log	None	Project Evaluator	June 30, 1972	Project Evaluator	Written Report	End of 1st Year Staff Project Staff District Director of Research
3.1-0-01 (CAC)Activities) Log	None	Project Evaluator	June 30, 1972	Project Evaluator	Written Report	End of 1st Year Staff Project Staff District Director of Research
3.1-1-01 (CAC Activities) Log	None	Project Evaluator	June 30, 1972	Project Evaluator	Written Report	End of 1st Year Staff Project Staff District Director of Research
3.2-0-01 (Communication Process) Log	None	Project Evaluator	June 30, 1972	Project Evaluator	Written Report	End of 1st Year Staff Project Staff District Director of Research
3.2-1-01 (Communication Process) Log Summation	None	Project Evaluator	June 30, 1972	Project Evaluator	Written Report	End of 1st Year Staff Project Staff District Director of Research
3.2-1-02. (Answers to Question or Requests) Log Summation	None	Project Evaluator	June 30, 1972	Project Evaluator	Written Report	End of 1st Year Staff Project Staff District Director of Research
3.2-1-03 Log and Newsletter	Based on Necessity	Project Director	June 30, 1972	Project Director	Written Report	End of 1st Year Staff Project Staff District Director of Research
4.1-0-01 (Proposal) Documentation	None	Project Director	Oct. 30, 1971	Project Director	N/A	N/A N/A District Director of Research

243 906

7-8-71

EVALUATION/AUDIT PLAN SUMMARY CHART II

Page Two

Evaluation Data Analysis Techniques ¹			Evaluation Data Analysis Presentation ¹				
General Technique	Special Conditions	Person Responsible	Evaluators Report Dates ²	Person Responsible	Method	Schedule ³	Audience
4.1-0-02 (Management System Analysis Accounting Techniques)	None	Project Director	June 30, 1972	Project Director	Conference and/or Written Report	End of 1st Year	Director of Accounting, Division of Business Services
4.1-0-03 (System Analysis) Documentation	None	Project Director	Oct. 30, 1971	Project Director	Conference and/or Written Report	End of 1st Yr.	Asst. Supt. Division of Instructional Services
4.1-1-01 (Organization Chart) Documentation	None	Project Director	March 1, 1972	Project Director	Written Report	End of 1st Yr.	District Supt. and Asst. Supt., Div. of Instructional Services
4.2-0-01 (Evaluation Design) CIPP Model - Documentation	Questions To Be Raised As Necessary In Line With CIPP Model	Project Evaluator	Oct. 30, 71 and June 30, 72	Project Evaluator	Conference Presentation and/or Written Report	End of 1st Yr.	District Director of Research
4.2-1-01 (Baseline Data) Documentation of Previously Stated Analysis Procedures and Results	None	Project Evaluator	March 1, 1972	Project Evaluator	Conference Presentation and/or Written Report	By End of 1st Yr.	District Director of Research
4.2-1-02	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4.3-0-01	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4.3-1-01	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4.3-1-02	N/A	N/A	N/A	N/A	N/A	N/A	N/A

7-8-71

90 a

EVALUATION TIME LINE 1971-72

INSTRUMENT	TO WHOM	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Gates MacGinitie Reading Test	Target Pupils									X
Iowa Test of Basic Skills	Target Pupils (gr. 3-4)						X			
Informal Reading Inventory	Random Sample Target Pupils									X
Survey of Behavioral Objectives	Teachers									X
In-Depth Sampling	Random Sample Target Pupils									X
Croft Test	Lead Teachers			X	X					
Case Studies	Lead Teachers			X	X	X	X			
Attitude Survey	Target Pupils		X							X
Logs	3:2-8-81 3:2-8-82		X	X	X	X	X	X	X	X
First Grade Observations	Pupils				X					X
Contingency Management Test	Lead Teachers		X							
Task Work Evaluation Sheet	Staff		X	X	X	X	X	X	X	X

2. Educational Program Audit.

a. Audit Agency. The pre-audit and educational program audit for the first budget period will be conducted by the Institute for the Development of Educational Auditing (IDEA). The auditing team will be directed by Mr. King Nelson, president of IDEA, and also will include Dr. Richard Benjamin and Mrs. Theresa Trittipoe (resumés of the team members and a summary of IDEA's professional experience are attached).

b. Pre-Audit Activities. The pre-audit activities conducted prior to the submission of this formal proposal included 1) a review of the preliminary proposal by the IDEA auditing team; 2) discussions between IDEA and district staff members at the Chicago Developmental Conference, regarding the project evaluation design and the auditory requirements; and 3) on-site visit by the auditor on May 14, 1971, to provide a preliminary review of the evaluation design and to establish a schedule for the remaining pre-audit activities.

Because of the severe time constraints placed on the development of the formal proposal, it was agreed that the audit plan and Evaluation Design Critique would be completed by IDEA and submitted to the district in a formal pre-audit report, to be delivered not later than June 18, 1971. An additional on-site visit by the auditor will be made prior to the submission of the report, to discuss the critique and present recommendations.

c. Audit Plan. The Audit Plan, to be submitted with the pre-audit report, will define the proposed scope of work to be carried out by IDEA in auditing the first operational phase (Phase II) of the project and will include the completed Chart III of the USOE Evaluation/Audit Plan Summary. The Pre-Audit Report also will include a draft educational program Audit Contract, which will comply with the USOE Checklist of Essential Elements to be included in Written Contract between the auditor and the local education agency.

Staff Development Component (1.0^a)

A. Planning and Organization

1. Description and Rationale. The Staff Development Component has been divided into three sub-components: Building-Unit Reading Cadre (1.1), Volunteer Tutors (1.2), and Parent Education (1.3).

a. Building-Unit Reading Cadre (1.1). A Building-Unit Cadre will be trained for each of 40 elementary schools participating in the project--32 public schools and 8 non-public schools. Each cadre will consist of a designated team leader and two or three other teachers selected by the building principal and representing grades one, two, three, and four. At the recommendation of elementary principals, building-unit cadres have been incorporated in the project to expedite the dissemination of project experience as widely and quickly as possible. At the end of the project, it is intended that the 156 target teachers will meet minimum performance criteria: 1) in the diagnosis of reading deficiencies, 2) in the prescription, performance evaluation, and contingency management of appropriate corrective treatments, and 3) in the use of related instructional technology. During the first year of the project, the lead teachers will receive 70 hours of in-service experience. A tentative outline of the in-service program for lead teachers is presented in Fig.22. The schedule of in-service anticipates nine hours of instruction before classes resume in August, ten hours of instruction on existing contract (in-service) days, on which students are excused while staff uses the time for classroom-related organization, planning, and in-service, monthly up-date meetings from 4:00 to 5:00 P.M., a supplementary six-hour workshop during the December recess, professional-credit activity conducted generally in evening seminars or classes,

^aComponents and sub-components have been numbered to facilitate referencing throughout the project forms and narrative.

<u>Component</u>	<u>Hours</u>	<u>Content</u>
Pre-school Workshop	9	Keynote Speaker (Sr. Mary Edw. Dolan, Clarke College) Project overview Behavioral Objective Survey Videotapes of summer center Giving an informal reading inventory Techniques and materials derived from the summer experience Getting Started Spache-Botel Tests
In-Service Days	10	September: Orientation to Materials Contingency Management (Homme) February: Materials Availability March: Implementing a Building Program
Monthly Updates (4-5 P.M. except one day during December recess)	13	October: Conferences November: End of Book Tests December: ITBS and other (6 hours) January: Contingency Management February: Teaching Strategies from Psychological Assessment March, April, May: Evaluations
Professional Credit	20	Croft In-Service Program (10 hours) Psychodiagnostic Bases of Learning (10 hours)
In-Center Practicum Visits	18	Working in demonstration center (12 hours) Staffings and Seminars (application of diagnostic and prescriptive skills, 6 hours)
	—	
	70 hours	

Additional Commitment:

Building-centered Team Conferences one hour per week

Figure 22. Project BASIC In-Service Program (Tentative).

and 18 hours of instruction planned as a series of practicum visits to the Demonstration Center where lead teachers will have an opportunity to work with students under the direct supervision of project staff.

During the first year of the project, other teachers in the Building-Unit Reading Cadre will not participate directly in either of the professional credit programs or the in-center practicum visits unless provisions for their release can be made without requiring substitutes or payments to participating teachers. However, other teachers in the cadre will participate in the pre-school activities, in-service days, and monthly updates. In addition, lead teachers will be responsible for working with their principals to insure dissemination of their in-depth training with other members of the cadre and building staff. At least one hour per week of planning time will be required of each building cadre to facilitate internal communication.

As part of their training program, each Building-Unit Cadre will have access to the resources of a small, trained tutorial staff which will provide 300 hours of support per building distributed over the year throughout grades one to four as the building cadre elects. In addition, materials and supplies will be allocated to each cadre on the basis of 40¢ per child enrolled in grades one to four to facilitate use of techniques learned during the staff development experience.

b. Volunteer Tutors (1.2). Because the district is currently profiting from a program of volunteer help, it was decided that tutorial support to the Building-Unit Reading Cadres should be through a volunteer program rather than through a paid program which might raise conflicts when paid employees and volunteer workers find themselves performing similar tasks. However, to make tutorial service more effective, the project

will provide minimum "certification" training to each volunteer. The volunteers may be secondary school students, senior citizens, or other adults. To insure attendance while being trained, each volunteer will be paid at standard district hourly rates for paraprofessionals. These rates range from \$1.60 to \$2.75 depending upon the education of the paraprofessional. The project will provide an initial certification training for up to four tutors per building and then provide up to 40 additional hours of follow-on training to the building tutorial staff. In effect, each building will be allocated up to 80 hours of tutorial training. No formal training program presently exists in the district for volunteer tutors.

c. Parent Education (1.3). Recognizing the importance of the family environment and parental support in the improvement of reading competencies, a Parent Education program anticipates providing direct services to parents and families through the activities of a Community Agent. While the Community Agent will make limited, direct calls upon parents, the major objectives of the Community Agent will be to 1) help classroom teachers learn more about the relationship of their activities to the child's home environment and in turn to call on parents, and 2) conduct educational meetings for parent groups. In this sense, the Community Agent will be more a part of the training staff than a direct provider of service to the child's home and family.

2. Component Objectives. The following first-year objectives for the Staff Development component of the project are presented on the pages indicated.

Product Objectives		Process Objectives	
	Page No.		Page No.
1.1-0-01	36	1.1-1-01	37
1.1-0-02	36	1.1-1-02	37
1.1-0-03	36	1.1-1-03	37
1.2-0-01	38	1.1-1-04	37
1.3-0-01	39	1.2-1-01	38
		1.3-1-01	39
		1.3-1-02	39

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

DRAFT

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

Title III, Elementary and Secondary Education Act of 1965 - Supplementary Centers and Services Program
Section 306, P.L. 91-230

NOTE: Please read the attached instructions before completing this form.

AGENCY'S NAME & ADDRESS

Cedar Rapids Community School District, 346 2nd Avenue S.W., Cedar Rapids

STATE

Iowa

PROJECT NUMBER

GRANT NUMBER

OEG- 0-71-1733 (290)

BUDGET PERIOD

BEGINNING Mar. 29, 1971 ENDING June 30, 1972

CHECK ONE BLOCK IN EACH

☒ PROPOSED BUDGET SUMMARY

COLUMN TO INDICATE PURPOSE

☐ ESTIMATED EXPENDITURE REPORT

FOR WHICH THIS FORM IS

☐ FINAL EXPENDITURE REPORT

BEING PREPARED

☐ 1.0 Staff Development

TITLE III OVERALL ADMINISTRATIVE COSTS

OVERALL TITLE III COSTS

LOCAL AND OTHER SUPPORTIVE COSTS

TOTAL COSTS: TITLE III, LOCAL, OTHER SUPPORTIVE COSTS

COMPONENT COSTS

PART I - EXPENDITURES (other than construction)

EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION						TOTAL EXPENDITURES	NEGOTIATED BUDGET
FUNCTIONAL CLASSIFICATION	ACC'T NO.	SALARIES		CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT		
		PROFESSIONAL	NON-PROFESSIONAL						
1 ADMINISTRATION	100	3	4	5	6	7	8	9	10
2 INSTRUCTION	200	28,821	7,633	1,650	5,020	2,625		340	46,621
3 ATTENDANCE SERVICES	300								
4 HEALTH SERVICES	400								
5 PUPIL TRANSPORTATION SERVICES	500								
6 OPERATION OF PLANT	600								
7 MAINTENANCE OF PLANT	700								
8 FIXED CHARGES	800	2,384	764						3,648
9 FOOD SERVICES	900								
10 STUDENT-BODY ACTIVITIES	1000								
11 COMMUNITY SERVICES	1100	4,023			320	150		160	6,153
12 REMODELING (IF COSTS TOTAL MORE THAN \$1000 ENTER IN PART II)	1200								
13 CAPITAL OUTLAY (EQUIPMENT ONLY)	1230								
14 Total Direct Costs		36,653	8,397	1,650	5,340	2,775		1,000	56,422
15 INDIRECT COSTS (—%)									
16 (NEG 14 + 15) TOTAL									

PART IV - CONSTRUCTION EXPENDITURES

PART IV - SUMMARY - AUTHORIZATIONS, EXPENDITURES, AND BALANCES OF TITLE XI ESEA FUNDS

EXPENDITURE ACCOUNTS	ACCT. NUMBER	AMOUNT	NEGOTIATED BUDGET	PART I - EXPENDITURES - OTHER THAN CONSTRUCTION			TOTAL
				1	2	3	
1 SITES	2	3	4	AMOUNT AUTHORIZED FOR EXPENDITURE FOR BUDGET PERIOD SHOWN ABOVE			
A PROFESSIONAL SERVICES	12100	\$	\$	UNEXPENDED FUNDS FROM GRANT AWARDED FOR PRIOR BUDGET PERIOD			
B IMPROVEMENT TO SITES	12106			APPROVED GRANT AWARD FOR BUDGET PERIOD SHOWN ABOVE			
2 BUILDINGS				TOTAL FUNDS AUTHORIZED FOR BUDGET PERIOD ABOVE (NAME AS ITEM 1, COL. 5)			
A PROFESSIONAL SERVICES	12200			EXPENDITURES DURING BUDGET PERIOD SHOWN ABOVE			
B NEW BUILDINGS AND BUILDING ADDITIONS	12206			UNEXPENDED BALANCE OF FUNDS AUTHORIZED FOR EXPENDITURE DURING BUDGET PERIOD SHOWN ABOVE (ITEM 1 MINUS ITEM 2)			
C REMODELING UP TO \$2,000 OR LESS ENTER IN PART II	12206						
3 ADMINISTRATIVE EXPENSES (Specify below)	12200						
A							
B							
4 LEASING OF FACILITIES							
5 TOTAL		\$	\$				

PART IV - CUMULATIVE TOTALS - SINCE INCEPTION OF PROJECT

GRANT AWARDS AND CASH RECEIVED		CUMULATIVE TOTAL TO DATE
1 GRANT AWARDS		
2 CASH RECEIVED		
GRANT-RELATED INCOME		CUMULATIVE TOTAL TO DATE
EXPENDITURES OF GRANT-RELATED INCOME		
REFUND BY CHECK TO USE		CUMULATIVE TOTAL TO DATE
INVESTMENT INCOME		
REFUND BY CHECK TO USE		

PART V - HANDICAPPED COMPONENT EXPENDITURES (REQUIRED ONLY FOR PROJECTS WITH HANDICAPPED COMPONENTS)

PROJECT EXPENDITURES BY TYPE OF HANDICAPPED CHILDREN BENEFITING		PROJECT EXPENDITURES IN SPECIAL CATEGORIES	
TYPE OF HANDICAP	EXPENDITURES (estimated)	CATEGORY	EXPENDITURES
(1) TRAINABLE MENTALLY RETARDED	\$	(1) INSERVICE TRAINING OF STAFF (including such costs as equipment, travel, salaries, tuition, etc.)	\$
(2) EDUCABLE MENTALLY RETARDED		2) Parent Services	
(3) HARD OF HEARING		3) Model Cities Area Project Activities	
(4) DEAF		4) Preschool Project Activities	
(5) SPEECH IMPAIRED		5) Kindergarten Project Activities	
(6) VISUALLY IMPAIRED			
(7) EMOTIONALLY DISTURBED			
(8) CRIPPLED			
(9) LEARNING DISABLED			
(10) OTHER HEALTH IMPAIRED			
(11) TOTAL (Sum of Lines 1-10)	\$		

THIS FISCAL REPORT IS CORRECT AND THE EXPENDITURES INCLUDED HEREIN ARE DEEMED PROPERLY ACCOUNTABLE TO THE GRANT AWARD

SIGNATURE OF PROJECT FISCAL OFFICER: *Admiral G. B. Bates* DATE: 5-18-71

SIGNATURE OF PROJECT FISCAL OFFICER: *D. A. Bates* DATE: 5-18-71

BUDGET SUMMARY WORKSHEET -- BY SUB-CATEGORIES OF COMPONENTS

COMPONENT: 1.0 Staff Development

Func- tion	Task/ Item	Expense Classification							
		3	4	5	6	7	8	9	10
Admstrn 100	1.1								
	1.2								
	1.3								
Instrn 200	1.1	23,642	1,075	1,250	4,240	1,740		240	32,137
	1.2	2,904	6,560	200	430	735		400	11,270
	1.3	2,305		200	300	150		200	3,155
		23,851	7,635	1,650	5,020	2,625		340	46,621
FixChg 800	1.1	2,364	103						2,472
	1.2	290	656						946
	1.3	230							230
		2,334	764						3,648
ComSvc 1100	1.1	3,603			800	100		60	4,563
	1.2	1,320			120	50		100	1,590
	1.3								
		4,923			920	150		160	6,153
CapOut 1230	1.1								
	1.2								
	1.3								

56,422

COST-ESTIMATE WORKSHEET

Task/Item No. 1.1 (p. 1)

Functional Classification

Expense Classification	Admstrn 100	Instrn 200	FixChg 800	ComSvc 1100	CapOut 1230
3. Salaries, Professional		23,642	2,364	3,603	
4. Salaries, Non-professional		1,075	108		
5. Contracted Services		1,250			
6. Materials and Supplies		4,240		800	
7. Travel (and Mileage)		1,740		100	
8. Equipment					
9. Other Expenses		240		60	
TOTAL EXPENDITURES		32,187	2,472	4,563	39,22

Expense ass	Name and Title, Purpose, or Item	Project Time Full	Part	Quantity	Salary, Rental or Unit Cost	Amount Budget
3-200	Hatch, Elizabeth, Evaluator/Assessor		.17		15,286	2,60
	Filip, Linda, Reading Specialist		.35		12,490	4,37
	Unassigned, Community Agent		.10		8,400	84
	Hronek, Judy, Contingency Program		.08		10,155	81
	Hazelton, Marion, Primary Education		5 da		68/da	34
	Building-Unit Cadre Training					
	32 Lead Teachers X 22 hours		704 hrs		6.45/hr	4,54
	100 Other Teachers X 12 hours		1200 hrs		6.45/hr	7.74
	Substitute Teachers (3 da/lead tchr		96 da		25/da	2,40
						23,64
4-200	Unassigned, Tutor/Trainer (Tchr Asc I)		.10 (120 hrs)		2.75/hr	33
	Unassigned, Tutor/Trainer (Tchr Asc II)		.30 (324 hrs)		2.75/hr	74
						1,07
3-800	Social Security 5.2%					
	Pension 3.5%					
	Other 1.3% 10%				23,642	2,36
4-800	See 3-800 10%				1,075	10
5-200	Consultants for Reading In-service		10 da		125*	1,25
6-200	Teacher Texts (In-service), per cadre			32	30	96
	Student Materials (allocated per pupil)			8200	.40/Stu.	3,28
					255	4,24
5/13/71	*These rates are in accordance with generally accepted schedules.					101

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Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Amount Budgeted
		Full	Part			
	<u>Task/Item No. 1.1 (p. 2)</u>					
7-200	Mileage (local)					440
	E. Hatch 50					
	L. Filip 65					
	J. Hronek 25					
	Com. Agent 25					
	Tchr Asc I 75					
	Bldg Cadre 200					
	Travel (out-of-town) Expenses					1,300
	Consultants 800					
	Teachers/Staff 500					1,740
	(Des Moines, Lincoln, other nearby reading projects, etc.)					
9-200	Tutor Selection Meetings					240
3-1100	Building-Unit Cadre Training (Non-public)					
	8 Lead Teachers X 22 hours	176 hrs			6.45/hr	1,135
	16 Other Teachers X 12 hours	192 hrs			6.45/hr	1,240
	Substitute Teachers (4.5 da/lead tchr)				25/da	900
	Fixed Charges (Non-public)					328
						3,603
6-1100	Teacher Texts (In-service) to be distributed to cadres			8	30	240
	Student Materials allocated to buildings			1400	.40/Stu.	560
						800
7-1100	Travel (out-of-town) Expenses Teachers					100
9-1100	Tutor Selection Meetings					60

Task/Item No.

Expense Classification

Admstrn
100

Instrn
200

FixChg
800

ComSvc
1100

CapOut
1230

3. Salaries, Professional
4. Salaries, Non-professional
5. Contracted Services
6. Materials and Supplies
7. Travel (and Mileage)
8. Equipment
9. Other Expenses

TOTAL EXPENDITURES

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Amount Budgeted
		Full	Part			
/13/71	258					

COST-ESTIMATE WORKSHEET

Task/Item No. 1.2

Functional Classification

Expense Classification	Admstn 100	Instrn 200	FixChg 800	ComSvc 1100	CapOut 1230
3. Salaries, Professional		2,904	290		
4. Salaries, Non-professional		6,560	656	1,320	
5. Contracted Services		200			
6. Materials and Supplies		480		120	
7. Travel (and Mileage)		735		50	
8. Equipment					
9. Other Expenses		400		100	
TOTAL EXPENDITURES		11,279	946	1,590	13,815

Expense ss	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Amount Budgete
		Full	Part			
3-200	Filip, Linda, Reading Specialist Unassigned, Community Agent Hronek, Judy, Contingency Program		.10 .10 .08		12,490 8,400 10,155	1,249 840 815 2,904
3-800	Social Security 5.2% Pension 3.5% Other 1.3% 10%				2,904	290
4-200	Unassigned, Tutor/Trainer (Tchr Asc I) Unassigned, Tutor/Trainer (Tchr Asc II) Building-unit Tutor Support (Training) -- 80 hrs per bldg max.		.20 .20	240 hrs 216 hrs 32 bldgs	2.75/hr 2.30/hr 170/bldg	660 500 5,400 6,560
4-800	See 3-800 10%				6,560	656
4-1100	Building-unit Tutor Support (Training) Fixed Charges 10%			8 bldgs	150/bldg 1,200	1,200 120 1,320
5-200	Consultants for Tutor Program		3 da		25*	200
6-200	Tutor Texts and Supplies, per cadre			32	15	480
5/13/71	*These rates are in accordance with generally accepted schedules.					259 10.3

[illegible]

[illegible]

Task/Item No. _____

Expense Classification

Instrn
200

FixChg
800

ComSvc
1100

CapOut
1230

-
- This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or printed text on the paper. A small dark speck is visible near the bottom center.

TOTAL EXPENDITURES

Expense Class	Name and Title, Purpose, or Item	Project Time Full	Part	Quantity	Salary, Rental or Unit Cost	Amount Budget

COST-ESTIMATE WORKSHEET

Task/Item No. 1.3

Functional Classification

Expense Classification	Admstn 100	Instrn 200	FixChg 800	ComSvc 1100	CapOut 1230
3. Salaries, Professional		2,305	230		
4. Salaries, Non-professional					
5. Contracted Services		200			
6. Materials and Supplies		300			
7. Travel (and Mileage)		150			
8. Equipment					
9. Other Expenses		200			
TOTAL EXPENDITURES		3,155	230		3,385

Expense Class	Name and Title, Purpose, or Item	Project Time Full	Part	Quantity	Salary, Rental or Unit Cost	Amount Budgeted
3-200	Filip, Linda, Reading Specialist Unassigned, Community Agent		.05 .20		12,490 8,400	625 1,680 2,305
3-800	Social Security 5.2% Pension 3.5% Other 1.3% 10%				2,305	230
5-200	Consultants for Parent-education Program		4 da		50*	200
6-200	Video tapes, books, etc.					300
7-200	Mileage (local) Com. Agent 125 Travel 25					150
9-200	Parent Meetings					200
*These rates are in accordance with generally accepted schedules.						
		263				100

5/13/71

Expense Class	Name and Title, Purpose, or Item	Project Time Full	Part	Quantity	Salary, Rental or Unit Cost	Amount Budgeted
	PAGE(S) <u>106</u> WAS ~~(HERE)~~ MISSING (REMOVED) FROM THIS DOCUMENT PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE					

2. Participants.

a. 128 Teachers, Grades 1-4, Public Schools.

24 Teachers, Grades 1-4, Non-public Schools.

128 Tutors, Public Schools.

24 Tutors, Non-public Schools.

Parents, undetermined.

8,200 Children, Grades 1-4, Public Schools.

1,400 Children, Grades 1-4, Non-public Schools.

b. 32 Target Schools, Public.

8 Target Schools, Non-public.

c. Criteria for selection. See Needs Assessment,
pages 11-29.

Figure 24. Staff Charged to Project by Sub-Components.

b. Technical Assistance.

(1) Anticipated.

Consultants for reading in-service.

Consultants for tutor program.

Consultants for parent-education program.

(2) Contract for Technical Assistance. Performance

contracts developed through noncompetitive procedures will be negotiated for technical assistance. A letter will be written to the specific consultant or agency involved stating the type of help needed and the fee involved. This letter, in conjunction with a form letter indicating acceptance of the invitation will constitute the performance contract.

Records of such services and results of the consultations will be kept by the Project Director. Appropriate reports will be made to the U.S. Office of Education.

c. Facilities, Materials, and Equipment. See pages 68-73.

C. Communication.

A general communication system will serve all components of the project and is discussed on pages 77-78.

D. Evaluation. See pages 79-91.

Instructional Systems Component (2.0^a)

A. Planning and Organization

1. Description and Rationale. The Instructional Systems component of the project will attempt to develop and demonstrate techniques being studied and implemented in the Staff Development component. Sub-categories of the Instructional Systems component include a Demonstration Center (2.1), Training Program for Teachers and Tutors (2.2) in the center, and development of Computer Support Services (2.3).

a. Demonstration Center (2.1). The Demonstration Center will be housed in one of the public elementary schools of the district. Several tentative sites have been identified from which a permanent site will be selected. The demonstration school will be a two-section school and limited services will be provided to eight grades one to four classrooms. Because the project emphasis is on the translation of innovative relationships and techniques to a standard classroom rather than to a richly supported clinic or center, children in the demonstration school will have only limited physical access to the Demonstration Center itself. The equivalent of a two-classroom area will be designated as the Demonstration Center and each of the primary classrooms--teachers and children--will visit the center as a group for a minimum of 60 minutes each week where, in the enriched environment of the center, the staff and classroom teacher will work to diagnose the specific problems of each child and to develop appropriate techniques and prescriptions which the teacher can use effectively when the class returns to its regular classroom. The skills center staff will include a reading specialist, an assessment specialist whose primary background is psychology, and three paraprofessionals (tutors/trainers)

^a Components and sub-components have been numbered to facilitate referencing throughout the project forms and narrative.

who will operate as tutors within the Demonstration Center complex. The building selected for the Demonstration Center will also have a separate instructional materials center so that referrals or prescriptions can include activities in that area as well as in the more limited skills center facility. Approximately 70 per cent of the schools in the project do have access to instructional materials centers.

When the teacher and children return to their classroom for normal classroom instruction, the resources of the Demonstration Center staff will be available on a scheduled basis. This help will include tutorial support from the paid tutors/trainers in the Center as well as from a volunteer tutor support group similar to those existing in the building-units not part of the Demonstration Center. It is in the translation of services to individual classrooms that the major effort of the Instructional Systems component will concentrate.

A Pilot Skills Center (PSC) has been funded as a district contribution during the summer of 1971 to serve as a prototype of the Demonstration Center and to develop initial refinements in proposed Center relationships. Students within the PSC will participate in the following activities.

After specific factors contributing to the measurable reading deficiency of a child have been diagnosed, alternative treatments to correct the deficiency will be located. The child will then be given a task card specifying objectives, learning activities, and performance criteria for one of the alternatives. Reinforcing events that are contingent on the child's meeting the specified performance criteria will be arranged. During the proposed second and third years of the project, the alternative treatments will be stored in a computer supported search system. A functional thesaurus constructed on the model of the

thesaurus of ERIC Descriptors will be utilized in the computer supported search system. Major descriptor categories will include word-attack skills, comprehension skills, learning styles of students, learning channels, interest of students, and chronological ages. The BIRS computer program will be studied during the first year of the project as the possible prototype of this support system. Specific indexing will be a major responsibility of the staff of the Skills Center.

In addition, the Pilot Skills Center will contain a reinforcing events (RE) area which will be composed of a student village to serve as a private refuge for individual children as well as a major selection on the proposed RE menu. A Contingency Manager will supervise the schedule of reinforcements. Center staff will prepare task cards for a class prior to their entering the Skills Center for their scheduled visit. Upon entering the Skills Center, each child will receive his task card and choose an activity from the RE Menu. When the child has completed a task, it will be checked in the prescription center to determine the successful completion. If task is given the stamp of approval, the student will be directed to the appropriate RE Area by the Contingency Manager.

During the regular classroom activities, as a child is observed performing in a desirable manner, "bonus" reinforcement will be given immediately. The development of the RE Area in the Pilot Skills Center may suggest modifications to the operational procedure for the Demonstration Center in the fall.

b. Training Program for Teachers and Tutors (2.2). Teachers, paraprofessionals, and volunteer tutors assigned to the Demonstration Center will receive special training made possible through the continuing

access they have to the Project staff and the resources of the Demonstration Center. Three full-time Tutors/Trainers (paraprofessionals) will assist in the training of volunteer tutors outside as well as inside the demonstration school. In addition, the Tutors/Trainers will provide limited services to teachers in the off-center building-unit cadres, primarily to accommodate unusual needs for tutorial service.

c. Computer Support Services (2.3). The acronym B.I.R.S. stands for Basic Indexing and Retrieval System, which is a collection of Fortrend F IV (Four) computer programs designed to allow educational and psychological researchers to use their own locally-based computers to construct and maintain the type of information retrieval system which best meets their individual needs. The system was developed at Michigan State University by John F. Vinsonhaler under a grant from the U. S. Office of Education Bureau of Research. Dr. Sam Price, University of Illinois, Normal, Illinois, has made an adaptation of the system to include a "materials resources access" similar to that proposed in the Project BASIC model. A teacher can enter descriptors of a student's abilities, diagnosed problems, learning style, and interests. The stored resources would then be returned from the computer on a batch-type basis with the teacher getting a print-out of a variety of items available to the teacher and meeting the specifications of the descriptors.

2. Component Objectives. The following first-year objectives for the Instructional Systems component of the project are presented on the pages indicated.

Product Objectives		Process Objectives	
	Page No.		Page No.
2.1-0-01	40	2.1-1-01	41
2.1-0-02	40	2.2-1-01	42
2.1-0-03	40		
2.2-0-01	42		

DRAFT

 DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
 OFFICE OF EDUCATION
 WASHINGTON, D.C. 20303

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

 Title III, Elementary and Secondary Education Act of 1965 - Supplementary Centers and Services Program
 Section 306, P.L. 91-230

AGENCY'S NAME & ADDRESS

Cedar Rapids Community School District, 346 2nd Avenue S.W., Cedar Rapids

Iowa

STATE

PROJECT NUMBER

71-7048

GRANT NUMBER

OEG- 0-71-1733 (290)

BUDGET PERIOD

BEGINNING Mar. 29, 1971 ENDING June 30, 1972

CHECK ONE BLOCK IN EACH

COLUMNS TO INDICATE PURPOSE

FOR WHICH THIS FORM IS

BEING PREPARED

☒ PROPOSED BUDGET SUMMARY☐ ESTIMATED EXPENDITURE REPORT☐ FINAL EXPENDITURE REPORT☒ K☐☐☐

2.0

Instructional Systems

TITLE III OVERALL ADMINISTRATIVE COSTS

OVERALL TITLE III COSTS

LOCAL AND OTHER SUPPORTIVE COSTS

TOTAL COSTS: TITLE III, LOCAL, OTHER SUPPORTIVE COSTS

2.0

Instructional Systems

TITLE III OVERALL ADMINISTRATIVE COSTS

OVERALL TITLE III COSTS

LOCAL AND OTHER SUPPORTIVE COSTS

TOTAL COSTS: TITLE III, LOCAL, OTHER SUPPORTIVE COSTS

2.0

Instructional Systems

TITLE III OVERALL ADMINISTRATIVE COSTS

OVERALL TITLE III COSTS

LOCAL AND OTHER SUPPORTIVE COSTS

TOTAL COSTS: TITLE III, LOCAL, OTHER SUPPORTIVE COSTS

2.0

Instructional Systems

TITLE III OVERALL ADMINISTRATIVE COSTS

OVERALL TITLE III COSTS

LOCAL AND OTHER SUPPORTIVE COSTS

TOTAL COSTS: TITLE III, LOCAL, OTHER SUPPORTIVE COSTS

PART I - EXPENDITURES (other than construction)

EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION				TOTAL EXPENDITURES		NEGOTIATED BUDGET
FUNCTIONAL CLASSIFICATION	ACC'T NO.	SALARIES		CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	
		PROFESSIONAL	NON-PROFESSIONAL					
1 ADMINISTRATION	100	3	4	5	6	7	8	10
2 INSTRUCTION	200	17,095	6,037	900	5,500	900		31,132
3 ATTENDANCE SERVICES	300							
4 HEALTH SERVICES	400							
5 PUPIL TRANSPORTATION SERVICES	500							
6 OPERATION OF PLANT	600							
7 MAINTENANCE OF PLANT	700							
8 FIXED CHARGES	800	1,710	604					2,314
9 FOOD SERVICES	900							
10 STUDENT BODY ACTIVITIES	1000							
11 COMMUNITY SERVICES	1100							
12 MODELING UP COSTS TOTAL MORE THAN \$2000 ENTER IN PART II	1200							
13 CAPITAL OUTLAY (EQUIPMENT ONLY)	1300						1,000	1,000
14 Total Direct Costs		18,805	6,641	900	5,500	900	1,000	34,446
15 Indirect Costs (—%)								
16 (14 + 15) TOTAL								
17 NEGOTIATED BUDGET								XXXXXXXXXX

PART IV - CONSTRUCTION EXPENDITURES

EXPENDITURE ACCOUNTS	ACCT NUMBER	AMOUNT	NEGOTIATED BUDGET
1 SITES	2	3	4
A PROFESSIONAL SERVICES	12100		
B IMPROVEMENT TO SITES	12100		
2 BUILDINGS			
A PROFESSIONAL SERVICES	12200		
B NEW BUILDINGS AND BUILDING ADDITIONS	12200		
C REMODELLING OF EXISTING OR LESS EXISTING IN PART II	12200		
3 ADMINISTRATIVE EXPENSES (Specify below)	12200		
A			
B			
4 LEASING OF FACILITIES			
5 TOTAL		5	6

PART III - SUMMARY - AUTHORIZATIONS, EXPENDITURES, AND BALANCES OF TITLE II BSEA FUNDS

ITEMS	PART I - EXPENDITURES OTHER THAN CONSTRUCTION	PART II - CONSTRUCTION EXPENDITURES	TOTAL
1 AMOUNT AUTHORIZED FOR EXPENDITURE FOR BUDGET PERIOD SHOWN ABOVE	2	3	4
A UNEXPENDED FUNDS FROM GRANT AWARDED FOR PRIOR BUDGET PERIOD			
B APPROVED GRANT AWARD FOR BUDGET PERIOD SHOWN ABOVE			
C TOTAL FUNDS AUTHORIZED FOR BUDGET PERIOD SHOWN ABOVE (SAME AS ITEM 1, COL. 4)			
2 EXPENDITURES DURING BUDGET PERIOD SHOWN ABOVE			
3 UNEXPENDED BALANCE OF FUNDS AUTHORIZED FOR EXPENDITURE DURING BUDGET PERIOD SHOWN ABOVE (ITEM 1 MINUS ITEM 2)			

PART IV - CUMULATIVE TOTALS - SINCE INCEPTION OF PROJECT

GRANT AWARDS AND CASH RECEIVED	CUMULATIVE TOTAL TO DATE
1 GRANT AWARDS	
2 CASH RECEIVED	
3 GRANT-RELATED INCOME	
4 EXPENDITURES OF GRANT-RELATED INCOME	
5 AFFORD BY CHECK TO USE INVESTMENT INCOME	
6 INVESTMENT INCOME	
7 AFFORD BY CHECK TO USE	

PART V - HANDICAPPED COMPONENT EXPENDITURES (REQUIRED ONLY FOR PROJECTS WITH HANDICAPPED COMPONENTS)

PROJECT EXPENDITURES BY TYPE OF HANDICAPPED CHILDREN BENEFITING	EXPENDITURES (estimated)
TYPE OF HANDICAP	
(1) TRAINABLE MENTALLY RETARDED	\$
(2) EDUCABLE MENTALLY RETARDED	
(3) MILD OF HEARING	
(4) DEAF	
(5) SPEECH IMPAIRED	
(6) VISUALLY IMPAIRED	
(7) EMOTIONALLY DISTURBED	
(8) CRIPPLED	
(9) LEARNING DISABLED	
(10) OTHER HEALTH IMPAIRED	
(11) TOTAL (Sum of Lines (1)-(10))	\$

PROJECT EXPENDITURES IN SPECIAL CATEGORIES

CATEGORY	EXPENDITURES
(1) INSERVICE TRAINING OF STAFF (including such costs as equipment, travel, salaries, tuition, etc.)	\$
(2) Parent Services	
(3) Model Cities Area Project Activities	
(4) Preschool Project Activities	
(5) Kindergarten Project Activities	

THIS FISCAL REPORT IS CORRECT AND THE EXPENDITURES INCLUDED HEREIN ARE DEEMED PROPERLY REASONABLE TO THE GRANT AWARD

SIGNATURE OF PROJECT FISCAL OFFICER

DATE

Alfred A. Anshoo

SIGNATURE OF PROJECT

DATE

BUDGET SUMMARY WORKSHEET -- BY SUB-CATEGORIES OF COMPONENTS

COMPONENT: 2.0 Instructional Systems

Func- tion	Task/ Item	Expense Classification							
		3	4	5	6	7	8	9	10
Admstn 100	2.1								
	2.2								
	2.3								
Instrn 200	2.1	11,642	5,210	500	4,000	500		600	22,452
	2.2	5,453	827	100	500	100		100	7,080
	2.3			300	1,000	300			1,600
		17,095	6,037	900	5,500	900		700	31,132
FixChg 800	2.1	1,165	521						1,686
	2.2	545	83						628
	2.3								
		1,710	604						2,314
ComSvc 1100	2.1								
	2.2								
	2.3								
CapOut 1230	2.1						1,000		1,000
	2.2								
	2.3								
									1,000

34,446

COST-ESTIMATE WORKSHEET

Task/Item No. 2.1

Functional Classification

Expense Classification	Admstrn 100	Instrn 200	FixChg 800	ComSvc 1100	CapOut 1230
3. Salaries, Professional		11,642	1,165		
4. Salaries, Non-professional		5,210	521		
5. Contracted Services		500			
6. Materials and Supplies		4,000			
7. Travel (and Mileage)		500			
8. Equipment					1,000
9. Other Expenses		600			
TOTAL EXPENDITURES		22,452	1,686		1,000
					25,138

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Amount Budgeted
		Full	Part			
3-200	Hatch, Elizabeth, Evaluator/Assessor		.30		15,286	4,590
	Filip, Linda, Reading Specialist		.30		12,490	3,747
	Hronek, Judy, Contingency Program		.16		10,155	1,625
	Unassigned, Community Agent		.20		8,400	1,680
						11,642
3-800	Fixed Charges, 10%				11,642	1,165
4-200	Unassigned, Tutor/Trainer (Tchr Asc I)		.60	720 hrs	2.75/hr	1,980
	Unassigned, Tutor/Trainer (Tchr Asc II)		1.30	1404 hrs	2.30/hr	3,230
			(FTE)			5,210
4-800	Fixed Charges, 10%				5,210	521
5-200	Consultants for Demonstration Center		10 da		50 *	500
6-200	Materials and supplies for Demonstration Center (inc. Child. Wkap. TV tapes)					4,000
7-200	Travel, Demonstration Center Staff					500
8-230	Equipment for Demonstration Center (desks, tables, video equipment, projectors, movable bulletin boards, etc.)					1,000
9-200	Telephone service to dial-access system					600

*These rates are in accordance with generally accepted schedules.

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276 118

COST-ESTIMATE WORKSHEET

Task/Item No. 2.2

Functional Classification

Expense Classification	Admstrn 100	Instrn 200	FixChg 800	ComSvc 1100	CapOut 1230
3. Salaries, Professional		5,453	545		
4. Salaries, Non-professional		827	83		
5. Contracted Services		100			
6. Materials and Supplies		500			
7. Travel (and Mileage)		100			
8. Equipment					
9. Other Expenses		100			
TOTAL EXPENDITURES		7,000	628		3,708

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Amount Budgeted
		Full	Part			
3-200	Hatch, Elizabeth, Evaluator/Assessor		.03		15,286	460
	Filip, Linda, Reading Specialist		.20		12,490	2,500
	Hronek, Judy, Contingency Program		.08		10,155	813
	Unassigned, Community Agent		.20		8,400	1,680
						5,459
3-800	Fixed Charges, 10%				5,459	545
4-200	Unassigned, Tutor/Trainer (Tchr Asc I)		.10	120 hrs	2.75/hr	330
	Unassigned, Tutor/Trainer (Tchr Asc II)		.20	216 hrs	2.30/hr	497
						827
4-800	Fixed Charges, 10%				827	83
5.200	Consultant for Training Demonstration Staff		1 da		100*	100
6-200	Center Professional Library (books, etc.)					500
9-200	Tutor Conferences					100
7-200	Consultant Travel Expenses					100
*These rates are in accordance with generally accepted schedules.						119

COST-ESTIMATE WORKSHEET

Task/Item No. 2.3

Functional Classification

Expense Classification	Admstn 100	Instrn 200	FixChg 800	ComSvc 1100	CapOut 1230
3. Salaries, Professional					
4. Salaries, Non-professional					
5. Contracted Services		300			
6. Materials and Supplies		1,000			
7. Travel (and Mileage)		300			
8. Equipment					
9. Other Expenses					
TOTAL EXPENDITURES		1,600			1,600

Expense Class	Name and Title, Purpose, or Item	Project Time Full	Part	Quantity	Salary, Rental or Unit Cost	Amount Budgeted
5-200	Computer Services Consultant		2 da		150 *	300
6-200	BIRS Program and related supplies					1,000
7-200	Travel, Consultants					300
*These rates are in accordance with generally accepted schedules.						
		278				1,600

2. Participants.

- a. 8 Teachers, Grades 1-4, Demonstration School.
4 Tutors, Demonstration School.
Parents, Demonstration School, undetermined.
210 Children, Demonstration School, Grades 1-4.
- b. 1 Target School (Demonstration Center).
- c. Criteria for selection. See Needs Assessment, pages 11-29.

3. Resources.

- a. Personnel. See Fig. 24, page 108.
- b. Technical Assistance.
 - (1) Anticipated.
Consultants for operation of Demonstration Center.
Consultant for training Demonstration Staff.
Consultant for computer services.
 - (2) Technical Assistance Plan. See page 109.
- c. Facilities, Materials, and Equipment. See pages 68-73.

C. Communication.

For a discussion of the general communication system for the project, refer to pages 77-78. This system will serve all components of the project.

D. Evaluation. See pages 79-91.

Community Involvement Component (3.0^a)

A. Planning and Organization

1. Description and Rationale. The Community Involvement component of the project includes two sub-components--the Community Advisory Council (3.1) and Communications (3.2). "Community" in the sense of this proposal is considered to include representatives from all parts of the community who may be related to the project either as clients or as staff.

a. Advisory Council (3.1). Reference has already been made to the activities of the Ad Hoc Community Advisory Council (p. 3) and projections for its permanent status have been outlined. It is the intent of this proposal that the Community Advisory Council serve as an informal "board of directors" advising on all activities of the project as well as providing specific expertise in approaching problems or needs identified during the operation of the proposal.

b. Communications (3.2). The proposed communications system of the project has been previously outlined (p. 74) and will provide for both internal communication and dissemination, that is, communication with persons not directly involved in the project activity. It should be noted that one rationale for developing Building-Unit Cadres was the increased probability of more effective communication with non-participating staff in the off-center sites. The community involvement component includes the noted publications and communications input systems as well as the dial-access update tapes and code-a-phone hotline service. A discussion of the Management Review Briefing can be found on page 74 of this proposal.

^a Components and sub-components have been numbered to facilitate referencing throughout the project forms and narrative.

2. Component Objectives. The following first-year objectives for the Community Involvement component of the project are presented on the pages indicated.

Product Objectives		Process Objectives	
	Page No.		Page No.
3.1-0-01	43	3.1-1-01	43
3.2-0-01	44	3.2-1-01	44
		3.2-1-02	44
		3.2-1-03	44

DRAFT

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

Title III, Elementary and Secondary Education Act of 1965 - Supplementary Centers and Services Program
Section 306, P.L. 91-230

AGENCY'S NAME & ADDRESS

Cedar Rapids Community School District, 346 2nd Avenue S.W., Cedar Rapids

STATE

Iowa

PROJECT NUMBER

71-7048

GRANT NUMBER

OEG-

0-71-1733 (290)

BUDGET PERIOD
BEGINNING Mar. 29, 1971 ENDING June 30, 1972

CHECK ONE BLOCK IN EACH COLUMN TO INDICATE PURPOSE FOR WHICH THIS FORM IS BEING PREPARED

☒ PROPOSED BUDGET SUMMARY
☐ ESTIMATED EXPENDITURE REPORT
☐ FINAL EXPENDITURE REPORT

☒ 3.0 Community Involvement
☐ TITLE III OVERALL ADMINISTRATIVE COSTS
☐ OVERALL TITLE III COSTS
☐ LOCAL AND OTHER SUPPORTIVE COSTS
☐ TOTAL COSTS: TITLE III, LOCAL, OTHER SUPPORTIVE COSTS

PART I - EXPENDITURES (either then constructed)

EXPENDITURE ACCOUNTS			EXPENSE CLASSIFICATION								TOTAL EXPENDITURES	NEGOTIATED BUDGET
FUNCTIONAL CLASSIFICATION	ACCT NO.	SALARIES		CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	OTHER EXPENSES				
		PROFESSIONAL	NON-PROFESSIONAL									
1	2	3	4	5	6	7	8	9	10	11		
1 ADMINISTRATION	100	\$		\$			\$	\$	\$ 1,060	\$		
2 INSTRUCTION	200											
3 ATTENDANCE SERVICES	300											
4 HEALTH SERVICES	400											
5 PUPIL TRANSPORTATION SERVICES	500											
6 OPERATION OF PLANT	600											
7 MAINTENANCE OF PLANT	700											
8 FIXED CHARGES	800											
9 FOOD SERVICES	900											
10 STUDENT BODY ACTIVITIES	1000											
11 COMMUNITY SERVICES	1100	1,848		200	400	800		200	3,448			
12 REMODELING (IF COSTS TOTAL MORE THAN \$2000 ENTER IN PART B)	1200											
13 CAPITAL OUTLAY (EQUIPMENT ONLY)	1300											
14 Total Direct Costs		\$ 1,348	\$	\$ 700	\$ 400	\$ 300	\$	\$ 760	\$ 4,508	\$		
15 Indirect Costs (—%)			\$	\$	\$	\$	\$	\$		\$		
16 (14 + 15) TOTAL			\$	\$	\$	\$	\$	\$		\$		

PART II - CONSTRUCTION EXPENDITURES

EXPENDITURE ACCOUNTS	ACCT NUMBER	AMOUNT	NEGOTIATED BUDGET
1 SITES	2	3	4
A PROFESSIONAL SERVICES	12100	\$	
B IMPROVEMENT TO SITES	12104		
2 BUILDINGS			
A PROFESSIONAL SERVICES	12200		
B NEW BUILDINGS AND BUILDING ADDITIONS	12204		
C REMODELING UP TO \$2,000 OR LESS ENTER IN PART II	12204		
3 ADMINISTRATIVE EXPENSES (Specify below)	12200		
4 LEASING OF FACILITIES			
5 TOTAL		\$	

PART III - SUMMARY - AUTHORIZATIONS, EXPENDITURES, AND BALANCES OF TITLE III ESSEA FUNDS

ITEMS	PART I - EXPENDITURES OTHER THAN CONSTRUCTION	PART II - CONSTRUCTION EXPENDITURES	TOTAL
1 AMOUNT AUTHORIZED FOR EXPENDITURE FOR BUDGET PERIOD SHOWN ABOVE	2	3	4
A UNEXPENDED FUNDS FROM GRANT PERIOD			
B APPROVED GRANT AWARD FOR BUDGET PERIOD SHOWN ABOVE			
C TOTAL FUNDS AUTHORIZED FOR BUDGET PERIOD ABOVE (SAME AS ITEM 1, COL. 4)			
2 EXPENDITURES DURING BUDGET PERIOD SHOWN ABOVE			
3 UNEXPENDED BALANCE OF FUNDS AUTHORIZED FOR EXPENDITURE DURING BUDGET PERIOD SHOWN ABOVE (ITEM 1 MINUS ITEM 2)			

PART IV - CUMULATIVE TOTALS - SINCE INCEPTION OF PROJECT

GRANT AWARDS AND CASH RECEIVED	CUMULATIVE TOTAL TO DATE
1 GRANT AWARDS	
2 CASH RECEIVED	
3 GRANT-RELATED INCOME	
4 GRANT-RELATED INCOME	
5 EXPENDITURES OF GRANT-RELATED INCOME	
6 DEFUND BY CHECK TO USE	
7 INVESTMENT INCOME	
8 DEFUND BY CHECK TO USE	

PART V - HANDICAPPED COMPONENT EXPENDITURES (REQUIRED ONLY FOR PROJECTS WITH HANDICAPPED COMPONENTS)

PROJECT EXPENDITURES BY TYPE OF HANDICAPPED CHILDREN BENEFITING	EXPENDITURES (estimated)
TYPE OF HANDICAP	
(1) TRAINABLE MENTALLY RETARDED	\$
(2) EDUCABLE MENTALLY RETARDED	
(3) MILD OF HEARING	
(4) DEAF	
(5) SPEECH IMPAIRED	
(6) VISUALLY IMPAIRED	
(7) EMOTIONALLY DISTURBED	
(8) CRIPPLED	
(9) LEARNING DISABLED	
(10) OTHER HEALTH IMPAIRED	
(11) TOTAL (Sum of Lines (1)-(10))	\$

PROJECT EXPENDITURES IN SPECIAL CATEGORIES

CATEGORY	EXPENDITURES
(1) INSERVICE TRAINING OF STAFF (including such costs as equipment, travel, salaries, tuition, etc.)	\$
(2) Parent Services	
(3) Model Cities Area Project Activities	
(4) Preschool Project Activities	
(5) Kindergarten Project Activities	

THIS FISCAL REPORT IS CORRECT AND THE EXPENDITURES INCLUDED HEREIN ARE DEEMED TRULY REFLECTIVE OF THE GRANT FUND

SIGNATURE OF PROJECT FISCAL OFFICER

Aldrich G. ...

DATE 5-18-71

BUDGET SUMMARY WORKSHEET -- BY SUB-CATEGORIES OF COMPONENTS

COMPONENT: 3.0 Community Involvement

Func- tion	Task/ Item	Expense Classification							
		3	4	5	6	7	8	9	10
Admstrn 100	3.1								
	3.2			500				500	1,000
				500				500	1,000
Instrn 200	3.1								
	3.2								
FixChg 800	3.1								
	3.2								
ComSvc 1100	3.1	1,848		200	400	300		200	3,448
	3.2								
		1,848		200	400	300		200	3,448
CapOut 1230	3.1								
	3.2								

4,300

COST-ESTIMATE WORKSHEET

Task/Item No. 3.1

Functional Classification

Expense Classification	Admstn 100	Instrn 200	FixChg 800	ComSvc 1100	CapOut 1230
3. Salaries, Professional				1,848	
4. Salaries, Non-professional					
5. Contracted Services				200	
6. Materials and Supplies				400	
7. Travel (and Mileage)				800	
8. Equipment					
9. Other Expenses				200	
TOTAL EXPENDITURES				3,448	3,448

Expense Class	Name and Title, Purpose, or Item	Project Time Full	Part	Quantity	Salary, Rental or Unit Cost	Amount Budgeted
3-1100	Unassigned, Community Agent		.20		8,400	1,680
	Fixed Charges 10%				1,680	168
						1,848
5-1100	Speakers for Community Council Functions		2 da		100*	200
6-1100	Supplies and pamphlets for committee work and general meetings					400
7-1100	Mileage (local)					300
	Volunteer Workers					500
	Travel (including conferences which community representatives are required to attend)					800
9-1100	Motivation and Recognition Programs					200
*These rates are in accordance with generally accepted schedules.						1,200

5/13/71

[illegible]

Expense Class	Name and Title, Purpose, or Item	Project Time Full	Project Time Part	Quantity	Salary, Rental or Unit Cost	Amount Budgeted

PAGE(S) 130 WAS (WERE) ~~MISSING~~ (REMOVED FROM THIS DOCUMENT PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE)

Fig. 26. Community Involvement Timeline

2. Participants.

- a. Members of the Community Advisory Council.

(Variable number)

- b. 40 Target Schools and the external public.

3. Resources.

- a. Personnel. See Fig. 24, page 108.

- b. Technical Assistance.

- (1) Anticipated.

Speakers for Community Advisory Council functions.

- (2) Technical Assistance Plan. See page 109.

- c. Facilities, Materials, and Equipment, See pages 68-73 .

C. Communication.

A general communication system will serve all components of the project and is discussed on pages 77-78.

D. Evaluation. See pages 79-91.

Project Management Component (4.0^a)

A. Planning and Organization

1. Description and Rationale. The Project Management component includes three sub-categories - System Analysis (4.1), Evaluation (4.2), and Independent Audit (4.3).

a. System Analysis (4.1). This sub-component of Project Management is responsible for the integrated planning and control of the program. That portion of System Analysis dealing with the organization of the Project Office and its relation to the permanent organization of the district has already been discussed (page 60-61 and page 74-75). However, only brief reference has been made to several critical management tools which have been selected to facilitate management of the project. They include a Work-Breakdown Structure Matrix and detailed Work Statements indexed to the matrix. This system provides the means for delegating and identifying specific effort to be performed by specific project personnel as required to achieve the process and product objectives for each component of the project.

A copy of the Work-Breakdown Structure Matrix is included on page 134 of this proposal. Items (sub-components) of the project are listed horizontally at the top of the matrix. Task Groups (identified on the project organization chart, (page 63) are listed vertically. When a particular Task Group has been delegated specific responsibility for one or more tasks in a sub-component of the project, an X is placed in the corresponding cell of the matrix and an appropriate Work Statement prepared.

Summary Work Statements can be prepared for either a Task Group or a sub-component (Item). For example, sample Work Statements have been prepared for the Contingency Program Task Group, (G, pages 135-136) and for the Reading Systems Task Group, (H, pages 137-138). Careful examination of the sample Work Statements will show how the Work-Breakdown Structure Matrix can be used to define tasks; summarize tasks by groups of sub-components; estimate costs within a cell, by groups, or by sub-components; and serve as a continuing monitor of project activity and performance. Tasks on the Work Statements provide the basis for P.E.R.T. or C.P.S. analyses. A complete set of Work Statements, one for each cell in the Matrix, will be written and periodically updated to provide a flexible, discriminating tool for planning, programming, and budgeting by objectives.

A three-dimensional model displaying the components of the project, the levels of activities or tasks, and the types of objectives is presented in Figure 28. Most management tasks and costs have been assigned to the Project Management component. The manager level for the remaining components is conceived largely as a type of delegated or programmed responsibility that relates to the daily operation of the project rather than to the overall management function.

b. Evaluation (4.2).

c. Independent Audit (4.3). The evaluation and Independent Audit sub-components have been so completely described elsewhere in this proposal that they will only be referenced here: see pages 79 - 91 and 92.

Figure 29.

WORK-BREAKDOWN STRUCTURE MATRIX

Task Level Code

M Manager

O Operator

P Performer

ITEMS

TASK GROUP		1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	4.1	4.2	4.3	TOTAL
		Building-Unit Cadre	Volunteer Tutors	Parent Education	Demonstration Center	Training, Teachers/Tutors	Computer Support Services	Advisory Council	Communications	System Analysis	Evaluation	Independent	
A. Pub. Inf.	E. Moon												
B. Data Proc.	D. Welander												
C. Research	G. Ross												
D. Media & Mtls.	R. Foley												
E. In-Service	W. Rainbow												
F. Evaluation- Assessment	E. Hatch												
G. Contg. Prog.	J. Hronek R. Wills	X	X	X	X	X		X	X		X		
H. Reading Syst.	L. Filip M. Hazelton	X	X	X	X						X		
I. Parent Sves.	Comm. Agent												
J. Fed. Progsms.	A. Drahos												
K. Demon. Staff	Lead Tchr.												
L. Bldg. Cadres Public	Lead Tchrs.												
M. Bldg. Cadres Non-Public	Lead Tchrs.												
N. Purchasing	Don Grant												
O. Accounting	A. Watson												
P. Comm. Advsy.	C. Means												
Q. Indpt. Audit	I.D.E.A.												
R. Proj. Mgt.	P. Diaz												
TOTAL													
COMPONENT TOTALS													

5/12/71
5/16/71

Figure 29.

293

1.0 Staff
Development2.0 Instrl. Systems
3.0 Comm. Involvement
4.0 Project Management

134

TASK WORK STATEMENT
CONTINGENCY PROGRAM

RFP ITEM

- G 1.1 a.) Provide information on concept of contingency management through in-service sessions.
- b.) Provide assistance in setting up contingency contracts in the classroom.
- G 1.2 a.) Provide information on concept of contingency management.
- b.) Supervise assistance given tutors in setting up RE activities in the classroom so that tutor can work with teacher in setting up contracts.
- G 1.3 Acquaint parents with method of using positive reinforcement as an aid in developing a more favorable self-concept.
- GG 2.1 a.) Provide activities for the individual student which will motivate him to complete tasks. Update RE Menu.
- b.) Supervise students in RE area.
- c.) Reinforce student during regular activities as desirable behavior is occurring.
- d.) Tabulate and record RE activities chosen by individual students.
- e.) Record number of tasks completed each day by individual students.
- G 2.2 a.) Provide practicum visits. Teachers observe contingency management in demonstration center and apply motivational techniques to their classrooms.

RFP ITEM

- b.) Supervise small group meetings where teachers discuss techniques used and modifications.
 - c.) Supervise tutor in demonstration center and provide experience in developing RE activities and working with individual students in RE area.
 - d.) Supervise tutors training of the volunteer tutors in contingency management.
- G 3.1 Inform advisory council of motivational techniques in use and about the development of the RE area.
- G 3.2 Provide information to communications system for appropriate dissemination.
- G 4.2
- a.) Provide information for evaluation of pre and post test on Homme's book.
 - b.) Provide information for evaluation of pre and post list of reinforcers used in the classroom.
 - c.) Provide situation shorts for each teacher to describe techniques for positively reinforcing students and develop rating scale.
 - d.) Videotape sample classrooms and develop rating scale for assessing type and frequency of motivational techniques in use.

TASK WORK STATEMENT

READING SYSTEMS

RFP ITEM

H 1.1 Building-Unit Cadre

Plan and facilitate implementation of pre-school workshop training, in-service day sessions, and monthly update meetings for each of the four grade levels.

Assist Lead Teachers in developing techniques for sharing information and knowledge with other teachers in the Cadre. Evaluate teacher's statement of their own in-service needs, and incorporate this information in the planning, implementation, and continuous assessment of the in-service program.

H 1.2 Volunteer Tutors

Provide pre-service orientation in-service.

Counsel with the co-ordinators of tutor programs on the best way to meet the needs of Project BASIC, as well as those of already established programs.

Co-ordinate weekly training sessions in materials and techniques in reading instruction.

H 1.3 Parent Education

Hold an initial orientation session with parents of the children in the eight classrooms of the Demonstration Center. (Perhaps also with other parents of the district.)

H 2.1 Demonstration Center

Supervise and coordinate tutorial services in the Demonstration Center.

H 2.1

Demonstration Center

Supervise and coordinate tutorial services in the Demonstration Center.

Supervise and coordinate Demonstration Center tutors in their weekly training of volunteer tutors.

Develop and demonstrate, with cooperation of the teachers of the classes brought into the Center, techniques of teaching skills and motivating learning in relation to needs of individuals or small groups within a classroom.

H 4.2

Evaluation

Assist in development of evaluation techniques to assess efforts of students, teachers, tutors, and Center staff.

Assist in supervising collection of evaluation data in the functioning of the above classes of personnel.

Assist in interpreting, evaluating data collected, and revising evaluation techniques as necessary.

Provide information needed for independent audit.

Keep records necessary to provide the above information.

OBJECTIVES MODEL - Project BASIC

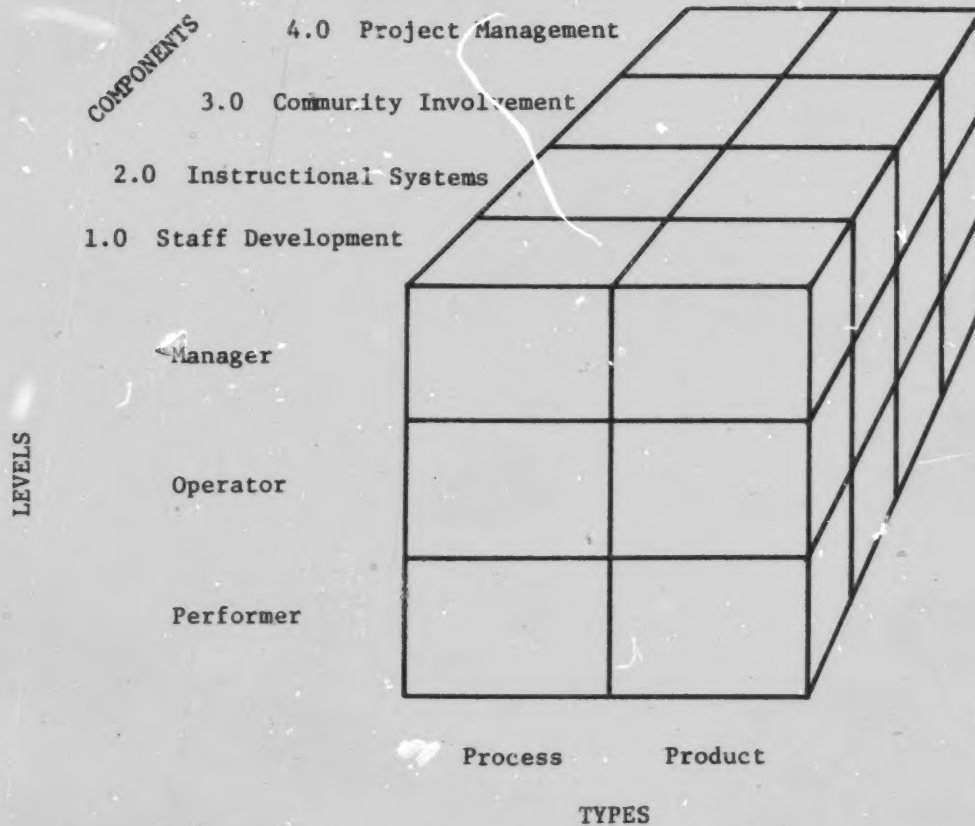


Figure 28. Objectives Model.

2. Component Objectives. The following first-year objectives for the Project Management component of the project are presented on the pages indicated.

Product Objectives		Process Objectives	
	Page No.		Page No.
4.1-0-01	45	4.1-1-01	45
4.1-0-02	45	4.1-1-02	45
4.2-0-01	46	4.1-1-03	45
4.3-0-01	47	4.1-1-04	45
		4.2-1-01	46
		4.2-1-02	46
		4.3-1-01	47
		4.3-1-02	47

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20002

DRAFT

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

Title III, Elementary and Secondary Education Act of 1965 - Supplementary Centers and Services Program
Section 306, P.L. 91-230

NOTE: Please read the attached instructions before completing this form.

AGENCY'S NAME & ADDRESS

Cedar Rapids Community School District, 346 2nd Avenue S.W., Cedar Rapids

STATE

Iowa

PROJECT NUMBER

71-7048

GRANT NUMBER

OEG- 0-71-1733 (290)

BUDGET PERIOD

BEGINNING Mar. 29, 1971 ENDING June 30, 1972

CHECK ONE BLOCK IN EACH

COLUMN TO INDICATE PURPOSE

FOR WHICH THIS FORM IS

BEING PREPARED

☒ PROPOSED BUDGET SUMMARY

☐ ESTIMATED EXPENDITURE REPORT

☐ FINAL EXPENDITURE REPORT

☒ 4.0

Project Management

COMPONENT COSTS

TITLE III OVERALL ADMINISTRATIVE COSTS

OVERALL TITLE III COSTS

LOCAL AND OTHER SUPPORTIVE COSTS

TOTAL COSTS: TITLE III, LOCAL, OTHER SUPPORTIVE COSTS

PART I - EXPENDITURES (other than construction)

EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION					TOTAL		NEGOTIATED BUDGET
FUNCTIONAL CLASSIFICATION	ACT NO.	PROFESSIONAL	NON-PROFESSIONAL	CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	OTHER EXPENSES	
1 ADMINISTRATION	100	9,075	3,100	5,450	2,100	1,700		800	27,225
2 INSTRUCTION	200								
3 ATTENDANCE SERVICES	300								
4 HEALTH SERVICES	400								
5 PUPIL TRANSPORTATION SERVICES	500								
6 OPERATION OF PLANT	600								
7 MAINTENANCE OF PLANT	700								
8 FIRED CHARGES	800	310							1,719
9 FOOD SERVICES	900								
10 STUDENT-BODY ACTIVITIES	1000								
11 COMMUNITY SERVICES	1100								
12 REMODELING (IF COSTS TOTAL MORE THAN \$2000 ENTER IN PART II)	1200								
13 CAPITAL OUTLAY (EQUIPMENT ONLY)	1300								
14 Total Direct Costs		9,984	3,910	5,450	2,100	1,700		800	28,944
15 INDIRECT COSTS (—%)									
16 (Lines 14 + 15) TOTAL									

PART II - CONSTRUCTION EXPENDITURES

EXPENDITURE ACCOUNTS	ACCT NUMBER	AMOUNT	NEGOTIATED BUDGET
1 SITES	2	3	4
A PROFESSIONAL SERVICES	12100	\$	
B IMPROVEMENT TO SITES	12100		
2 BUILDINGS			
A PROFESSIONAL SERVICES	12200		
B NEW BUILDINGS AND BUILDING ADDITIONS	12200		
C REMODELING (IF \$1,000 OR LESS ENTER IN PART II)	12200		
3 ADMINISTRATIVE EXPENSES (Specialty, not listed)	12200		
A			
B			
4 LEASING OF FACILITIES			
5 TOTAL	1	5	5

PART III - SUMMARY, AUTHORIZATIONS, EXPENDITURES, AND BALANCES OF TITLE III ES&A FUNDS

ITEMS	PART I: EXPENDITURES OTHER THAN CONSTRUCTION	PART II: CONSTRUCTION EXPENDITURES	TOTAL
1 AMOUNT AUTHORIZED FOR EXPENDITURE FOR BUDGET PERIOD SHOWN ABOVE	2	3	4
A UNEXPENDED FUNDS FROM GRANT AWARDED FOR PRIOR BUDGET PERIOD			
B APPROVED GRANT AWARDED FOR BUDGET PERIOD SHOWN ABOVE			
C TOTAL FUNDS AUTHORIZED FOR BUDGET PERIOD ABOVE (NAME AS ITEM 1, COL. 4)			
2 EXPENDITURES DURING BUDGET PERIOD SHOWN ABOVE			
3 UNEXPENDED BALANCE OF FUNDS AUTHORIZED FOR EXPENDITURE DURING BUDGET PERIOD SHOWN ABOVE (ITEM 1 MINUS ITEM 2)			

PART IV - CUMULATIVE TOTALS - SINCE INCEPTION OF PROJECT

GRANT AWARDS AND CASH RECEIVED	CUMULATIVE TOTAL TO DATE
1 GRANT AWARDS	
2 CASH RECEIVED	
3 GRANT-RELATED INCOME	
4 EXPENDITURES OF GRANT-RELATED INCOME	
5 REFUND BY CHECK TO USOE	
6 INVESTMENT INCOME	
7 REFUND BY CHECK TO USOE	

PART V - HANDICAPPED COMPONENT EXPENDITURES (REQUIRED ONLY FOR PROJECTS WITH HANDICAPPED COMPONENTS)

PROJECT EXPENDITURES BY TYPE OF HANDICAPPED CHILDREN BENEFITING	EXPENDITURES (estimated)
TYPE OF HANDICAP	
(1) TRAINABLE MENTALLY RETARDED	\$
(2) EDUCABLE MENTALLY RETARDED	
(3) MILD OF HEARING	
(4) DEAF	
(5) SPEECH IMPAIRED	
(6) VISUALLY IMPAIRED	
(7) EMOTIONALLY DISTURBED	
(8) CRIPPLED	
(9) LEARNING DISABLED	
(10) OTHER HEALTH IMPAIRED	
(11) TOTAL (Sum of Lines (1)-(10))	\$

PROJECT EXPENDITURES IN SPECIAL CATEGORIES

CATEGORY	EXPENDITURES
(1) IN-SERVICE TRAINING OF STAFF (including such costs as equipment, travel, salaries, tuition, etc.)	\$
(2) Parent Services	
(3) Model Cities Area Project Activities	
(4) Preschool Project Activities	
(5) Kindergarten Project Activities	

THIS FISCAL REPORT IS CORRECT AND THE EXPENDITURES INCLUDED HEREIN ARE DEEMED PROBABLY REASONABLE TO THE GREATEST EXTENT

SIGNATURE OF PROJECT FISCAL OFFICER
 SIGNATURE OF PROJECT

DATE 5-18-71
 DATE 5-18-71

BUDGET SUMMARY WORKSHEET -- BY SUB-CATEGORIES OF COMPONENTS

COMPONENT: 4.0 Project Management

Func- tion	Task/ Item	Expense Classification							
		3	4	5	6	7	8	9	10
Admstrn 100	4.1	430	5,750	2,400	1,300	600		700	11,130
	4.2	8,185	2,350	550	300	200		100	12,835
	4.3	460		2,500		200			3,160
		9,075	8,100	5,450	2,100	1,700		800	27,225
Instrn 200	4.1								
	4.2								
	4.3								
FixChg 800	4.1	43	575						618
	4.2	820	235						1,055
	4.3	46							46
		909	810						1,719
ComSvc 1100	4.1								
	4.2								
	4.3								
CapOut 1230	4.1								
	4.2								
	4.3								

28,044

COST-ESTIMATE WORKSHEET

Task/Item No. 4.1

Functional Classification

Expense Classification	Admstrn 100	Instrn 200	FixChg 800	ComSvc 1100	CapOut 1230
3. Salaries, Professional	430		43		
4. Salaries, Non-professional	5,750		575		
5. Contracted Services	2,400				
6. Materials and Supplies	1,300				
7. Travel (and Mileage)	600				
8. Equipment					
9. Other Expenses	700				
TOTAL EXPENDITURES	11,180		618		11,798

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Amount Budgeted
		Full	Part			
3-100	Diaz, Paul, Project Director (5 days only, balance of contract and service is contribution of district)	5 da				430
3-800	Fixed Charges, 10%					43
4-100	Unassigned, Secretary (13 mos)		.75		5600	4,200
	Office Education Student (12 mos)		.75		1800	1,350
	Part-time					200
						5,750
4-800	Fixed Charges, 10%				5750	575
5-100	Arthur Wulfsberg, Technical Assistance		16 da		150*	2,400
6-100	Supplies for project reports, administrative bulletins, etc.					100
	Office Supplies					400
	Reference books					100
	Production services for Staff Development and Instructional Systems Components					700
						1,300
7-100	Travel Expenses					600
9-100	Telephone Services (including long-distance)				144	600
5/13/71	Postage				303	100

*These rates are in accordance with generally accepted schedules.

[illegible]

COST-ESTIMATE WORKSHEET

Task/Item No. 4.2 (p.1)

Functional Classification

Expense Classification	Admstrn 100	Instrn 200	FixChg 800	ComSvc 1100	CapOut 1230
3. Salaries, Professional	8,185		820		
4. Salaries, Non-professional	2,350		235		
5. Contracted Services	550				
6. Materials and Supplies	800				
7. Travel (and Milage)	900				
8. Equipment					
9. Other Expenses	100				
TOTAL EXPENDITURES	12,885		1,055		13,94

Expense Class	Name and Title, Purpose, or Item	Project Time Full	Part	Quantity	Salary, Rental or Unit Cost	Amount Budget
3-100	Hatch, Elizabeth, Evaluator/Assessor Part-time Staff for Evaluation Activities (observing, etc.)		.47 40 da		15,286 25/day	7,18 1,00 8,18
3-800	Fixed Charges, 10%				8,185	82
4-100	Unassigned, Secretary (13 mos.) Office Education Student (12 mos.) Part-time (typists, non-professional evaluation assistants, etc.)		.25 .25		5,600 1,800	1,40 45 50 2,35
4-800	Fixed Charges, 10%				2,350	23
5-100	Evaluation Consultants Roger Farr Other		3 da 1 da		150* 100	45 10 55
6-100	Production Services Tests, supplies Reference books					20 50 10 80

5/13/71

*These rates are in accordance with generally accepted schedules.

305 145

[illegible]

[illegible]

COST-ESTIMATE WORKSHEETTask/Item No. 4.3

Functional Classification

Expense Classification	Admstrn 100	Instrn 200	FixChg 800	ComSvc 1100	CapOut 1230
3. Salaries, Professional	<u>460</u>	<u> </u>	<u>46</u>	<u> </u>	<u> </u>
4. Salaries, Non-professional	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
5. Contracted Services	<u>2,500</u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
6. Materials and Supplies	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
7. Travel (and Mileage)	<u>200</u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
8. Equipment	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
9. Other Expenses	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
TOTAL EXPENDITURES	<u>3,260</u>	<u> </u>	<u>46</u>	<u> </u>	<u>3,206</u>

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Amount Budget
		Full	Part			
3-100	Hatch, Elizabeth, Evaluator/Assessor		.03		15,286	460
3-800	Fixed Charges, 10%				460	46
5-100	Audit Contract (IDEA, Mr. King Nelson) 2% of grant *					2,500
7-100	Auditor Expenses to July Conference					200
These rates are in accordance with generally accepted schedules.						309
						147

5/13/71

2. Participants.

- a. Project Office Staff.
Lead Teachers.
Building Principals.
- b. 40 Target Schools.

3. Resources.

- a. Personnel. See Fig. 24, page 108.
- b. Technical Assistance.
 - (1) Anticipated.
Mr. Arthur Wulfsberg, Management Consultant.
Dr. Roger Farr, Evaluation Consultant.
 - (2) Technical Assistance Plan. See page 109 .
- c. Facilities, Materials, and Equipment. See pages 68-73.

C. Communication.

A general communication system will serve all components of the project and is discussed on pages 77-78.

D. Evaluation. See pages 79-91.

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

Title III, Elementary and Secondary Education Act of 1965 - Supplementary Centers and Services Program
Section 306, P.L. 91-230

(NOTE: Please read the attached instructions before completing this form)

AGENCY'S NAME & ADDRESS

Cedar Rapids Community Schools

346 2nd Avenue S.W. Cedar Rapids

STATE

Iowa

52402

PROJECT NUMBER

71-7048

GRANT NUMBER

OEG- 0-71-1733 (290)

BUDGET PERIOD

BEGINNING 3-29-71

ENDING 6-21-71

CHECK ONE BLOCK IN EACH

COLUMN TO INDICATE PURPOSE

FOR WHICH THIS FORM IS

BEING PREPARED

☐ PROPOSED BUDGET SUMMARY

☒ ESTIMATED EXPENDITURE REPORT *

☐ FINAL EXPENDITURE REPORT

* Development Grant, (Phase I)

al

☐ ☐ ☐ ☐

TITLE III OVERALL ADMINISTRATIVE COSTS
OVERALL TITLE III COSTS
LOCAL AND OTHER SUPPORTIVE COSTS
TOTAL COSTS: TITLE III, LOCAL, OTHER SUPPORTIVE COSTS

PART I - EXPENDITURES (other than construction)

EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION										NEGOTIATED BUDGET
FUNCTIONAL CLASSIFICATION	ACCT NO.	SALARIES		CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	OTHER EXPENSES	TOTAL EXPENDITURES			
		PROFESSIONAL	NON-PROFESSIONAL									
1	2	3	4	5	6	7	8	9	10	11		
1 ADMINISTRATION	100	\$	\$	\$ 400.00	\$ 20.00	\$ 405.02	\$	\$ 224.75	\$ 1,049.77	\$		
2 INSTRUCTION	200											
3 ATTENDANCE SERVICES	300											
4 HEALTH SERVICES	400											
5 PUPIL TRANSPORTATION SERVICES	500											
6 OPERATION OF PLANT	600											
7 MAINTENANCE OF PLANT	700											
8 FIXED CHARGES	800											
9 FOOD SERVICES	900											
10 STUDENT BODY ACTIVITIES	1000											
11 COMMUNITY SERVICES	1100											
12 REMODELING (IF COSTS TOTAL MORE THAN \$2000 ENTER IN PART II)	1200											
13 CAPITAL OUTLAY (EQUIPMENT ONLY)	1220											
14 Total Direct Costs		\$	\$	\$ 400.00	\$ 20.00	\$ 504.02	\$	\$ 224.75	\$ 1,049.77	\$		
15 Indirect Costs (— %)		\$	\$	\$	\$	\$	\$	\$	\$	\$		
16 OEG (14 + 15) TOTAL		\$	\$	\$	\$	\$	\$	\$	\$	\$		
17 NEGOTIATED BUDGET		\$	\$	\$	\$	\$	\$	\$	XXXXXXXXXX	\$		

COST-ESTIMATE WORKSHEET

Task/Item No. _____

Estimated Expenditure Report**Functional Classification**

Expense Classification	Admstrn 100	Instrn 200	FixChg 800	ComSvc 1100	CapOut 1230
3. Salaries, Professional	_____	_____	_____	_____	_____
4. Salaries, Non-professional	_____	_____	_____	_____	_____
5. Contracted Services	400.00	_____	_____	_____	_____
6. Materials and Supplies	20.00	_____	_____	_____	_____
7. Travel (and Mileage)	405.02	_____	_____	_____	_____
8. Equipment	-0-	_____	_____	_____	_____
9. Other Expenses	224.75	_____	_____	_____	_____
TOTAL EXPENDITURES	\$1,049.77	_____	_____	_____	_____

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Amount Budgeted
		Full	Part			
5	Dr. Roger Farr, Indiana University, Consultant on Evaluation Design				\$150.00	
5	Mr. Art Wulfsberg, Management Component Section, development, design and con- sultation				250.00	
6	Paper for printing and production; news- letter, testing instructions and schedules, baseline data instruments				20.00	
7	Developmental Conference, Chicago, April 12-14, 1971				279.02	
7	Dr. Roger Farr (Consult. Eval. Design)				126.00	
9	Telephone				99.75	
9	Printing Production, Communication				50.00	
9	Printing Production, Project Proposal				75.00	
					\$1,049.77	
		313				152

PROJECT BASIC

VOLUME 2

1972-73

DRAFT

COVER SHEET

SPECIAL PROGRAMS AND PROJECTS (Title III, Sec. 306, ESEA)
APPLICATION FOR CONTINUATION GRANT

TITLE: Comprehensive Client-Centered Basic Skills and Staff Development Center
(Ten words or less)

SUBMITTED BY: Cedar Rapids Community School District
(Local Education Agency)

ADDRESS: Cedar Rapids Iowa 52402
(City) (State) (Zip Code)

SUBMITTED TO: Director
Division of Plans and Supplementary Centers
U. S. Office of Education
400 Maryland Avenue, SW.
Washington, D.C. 20202

DATE SUBMITTED: April 28, 1972

Aldrich A. Drakos
Administrative Assistant for General Administration
and Federal Programs
(Signature of authorized representative)



OE-

DRAFT

OMB NO.
APPROVAL EXPIRES:DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202ESEA TITLE III, SEC. 306
Elementary and Secondary Education Act of 1965 (P.L. 89-10)
PART I - REFERENCE INFORMATION
APPLICATION

SECTION A - PROJECT INFORMATION

1. PURPOSE: a. ☐ PRELIMINARY PROPOSAL b. ☐ FORMAL PROPOSAL c. ☒ CONTINUATION APPLICATION BUDGET PERIOD: (Circle one) 2 3 4 5	2. IN ALL CASES EXCEPT PRELIMINARY PROPOSAL GIVE OE-ASSIGNED PROJECT NUMBER: 71-7048
---	--

3. PROJECT TITLE

Comprehensive Client-Centered Basic Skills and
Staff Development Center

4. PROJECT FOCUS

CHECK ONE

- a. ☐ EARLY CHILDHOOD EDUCATION
b. ☐ DISADVANTAGED
c. ☐ ENVIRONMENTAL EDUCATION
d. ☒ READING
e. ☐ HUMAN DIVERSITY AND CULTURAL PLURALISM
f. ☐ STUDENT/ YOUTH ACTIVISM

If under the project focus above, specific provisions for handicapped students are also being made, indicate below:

- ☒ Project serving 100% handicapped students
☐ Project serving less than 100% handicapped students

5. NAME OF APPLICANT (Local Education Agency) Cedar Rapids Community Schools	6. ADDRESS (Number, Street, City, State, Zip) 346 Second Avenue SW Cedar Rapids, Iowa 52404	PHONE NO. 398-2223 AREA CODE 319
7. NAME OF SUPERINTENDENT Dr. Craig H. Currie	8. COUNTY Linn	9. CONGRESSIONAL DISTRICT(s) Second
10. NAME OF PROJECT DIRECTOR Mr. Paul Diaz	11. ADDRESS (No., Street, City, State, Zip) 346 Second Avenue SW Cedar Rapids, Iowa 52404	PHONE NO. 398-2112 AREA CODE 319

I certify that the information contained in this application, is, to the best of my knowledge correct and the local educational agency named above, has authorized me as its representative to file this application.

SIGNATURE AND TITLE OF PERSON AUTHORIZED TO RECEIVE GRANT <i>Adeline A. Stralio</i> Administrative Assistant for General Administration & Federal Programs	DATE SUBMITTED April 28, 1972
--	----------------------------------

SECTION B - TITLE III BUDGET SUMMARY FOR PROJECT

BREAKDOWN OF TOTAL ESTIMATED BUDGET		BUDGET PERIOD				
		1st	2nd	3rd	4th	5th
1.	Title III Spec. Edu. Funds	124,320	90,000	70,000		
2.	State Title III and Other Federal Funds	0	0			
3.	State Funds	0	0			
4.	Local Funds	N/A	N/A			
5.	Other Funds	0	0			
6.	Total Estimated Budget (Lines 1 - 5)	124,320	90,000			
7.	Ant. of Line 1 budgeted for handicapped					

SECTION C - STUDENT PARTICIPATION DATA

1. Enrollment Data as of the most recent October 1			PRE-KINDER-GARTEN	KINDER-GARTEN	GRADES 1 - 6	GRADES 7 - 12	TOTAL
a.	Total LEA Enrollment	(1) Public	0	1,959	11,773	10,784	24,516
		(2) Non-Public	0	50	2,230	1,710	3,990
b.	Enrollment of Project Area	(1) Public	0	1,959	11,773	10,784	24,516
		(2) Non-Public	0	50	2,230	1,710	3,990

CIRCLE THE GRADE LEVELS OF PARTICIPATING STUDENTS 1 (2) (3) (4) 5 6 7 8 9 10 11 12

c.	Total No. of Project Participants	(1) Public	0	0	7,846	0	7,846
		(2) Non-Public	0	0	1,415	0	1,415

2. Racial/Ethnic Data

POPULATION	NEGRO	INDIAN	ORIENTAL	SPANISH SURNAME (Other than Span. struct.)	OTHER	TOTAL	
Local Education Agency	553	34	33	105	23,791	0	24,516
Project School(s)	562	34	34	120	27,756	0	28,506
Student Participants	240	14	15	30	8,962	0	9,261

3. Additional Project Data (See instructions)

a.	Total student participation	Number	9,261
b.	Staff engaged in inservice training	Number	105
c.	Adults	Number	150
d.	Total number of project participants (a through c)	Number	9,516
e.	Current LEA per pupil expenditure (excluding Federal support)...	Cost \$	1,118.21
f.	Current per pupil expenditure for project area students (including Federal support).....	Cost \$	1,134.45
g.	Additional per pupil expenditure for project participants.....	Cost \$	9.46
h.	Estimated percentage of target group which is:		
	Rural (fewer than 2,500 inhabitants).....	Percent	3 %
	Urban (more than 2,500 inhabitants).....	Percent	97 %
i.	Estimated percentage of student participants who reside in Model Cities Area.....	Percent	0 %

DRAFT

SECTION D - TOTAL PROGRAM STAFF (See instructions)

POSITION CATEGORY	Positions Assigned to Project			
	Number Full-Time	Number	Full-Time Equiv.	Total Full-Time Equiv. (Columns 2 + 4)
1	2	3	4	5
a. ADMINISTRATION/ SUPERVISION	0	2	.10	.10
b. TEACHER				
(1) Pre-Kindergarten	0	0	0	0
(2) Kindergarten	0	0	0	0
(3) Grades 1-6	0	90	90	90
(4) Grades 7-12	0	0	0	0
(5) Other	0	0	0	0
c. SPECIALISTS	1	1	.40	1.40
d. PUPIL PERSONNEL WORKERS	0	1	.40	.40
e. EVALUATORS	0	1	.50	.50
f. TEACHER ASSISTANTS, TEACHER AIDES	0	4	2.00	2.00
g. CLERICAL PERSONNEL	1	1	.50	1.50
h. COMMUNITY LIAISON PERSONNEL	1	0	1.00	1.00
i. ALL OTHER PERSONNEL	0	0	0	0

CEDAR RAPIDS COMMUNITY SCHOOL DISTRICT
Cedar Rapids, Iowa

Programs Under Title III, Sec. 306, ESEA

ASSURANCES

1. The applicant is a "local educational agency" within the meaning of the Regulations under section 306 of the Elementary and Secondary Education Act of 1965 (ESEA) and has the necessary legal authority to apply for the proposed grant:
2. That in the planning of the project there has been, and in the establishment and carrying out thereof there will be, participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interest of potential beneficiaries;
3. That the activities and services for which assistance under this title is sought will be administered by or under the supervision of the applicant:
4. The project will be operated in compliance with section 306 of the ESEA and with the Regulations, policies and administrative issuances of the Commissioner, including any requirement for the submission of reports:
5. Funds made available under title III, sec. 306 of the ESEA will be so used as to supplement and not supplant State and local funds expended for educational purposes and, to the extent practical, increase the fiscal effort that would in the absence of title III, sec. 306 funds be made available by the applicant for the purpose of title III, sec. 306 and for other educational purposes:
6. That (A) reasonable provision has been made, consistent with the other uses to be made of the facilities, for areas in such facilities which are adaptable for artistic and cultural activities, (B) upon completion of the construction, title to the facilities will be in a State or local education agency, and (C) in developing plans for such facilities, (i) due consideration will be given to excellence of architecture and design and to the inclusion of works of art (not representing more than 1 percent of the cost of the project, and (ii) there will be compliance with such standards as the Secretary may prescribe or approve in order to insure that, to the extent appropriate in view of the uses to be made of the facilities, such facilities are accessible to and usable by handicapped persons:

7. The applicant will comply with title VI of the Civil Rights Act of 1964 (P.L. 88-352) and the Regulations of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to that title, to the end that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance from the Department. (The assurance of compliance (HEW form 441), or court order, or desegregation plan previously filed with the U.S. Office of Education in accordance with the Department of Health, Education, and Welfare Regulations applies to this application);
8. That the program or project for which application is made will utilize the best available talents and resources and will substantially increase the educational opportunities in the area to be served by the applicant;
9. That the proposal is consistent with the applicable provisions of title III of the act and makes provision for the participation of children enrolled in nonprofit private schools in the area to be served, to the extent consistent with the number of such children whose educational needs are of the type to be met by the project;
10. That no board or staff member of the local education agency will participate in, or make recommendations with respect to, an administrative decision relating to a program or project under title III, sec. 306 of the act if such a decision can be expected to result in any benefit or remuneration, such as royalty, commission, contingent fee, brokerage fee, consultant fee, or other benefit, to him, or any member of his immediate family;
11. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for, and in behalf of, said applicant and to act as the authorized representative of the applicant in connection with this application;
12. All equipment acquired with funds under title III, sec. 306 of the ESEA will be used for the purposes specified in the approved project proposal, will be owned by, and subject to, the administrative control of the applicant, and will be accounted for to the Commissioner of Education in accordance with applicable regulations;

13. Effective procedures, including objective measurement of educational achievement, will be adopted for evaluating at least annually the effectiveness of the proposed project;
14. None of the funds made available under title III, sec. 306 of the ESEA will be used for religious worship instruction;
15. These assurances apply to the grant herein applied for and to all subsequent extensions or modifications of the grant.

Aldrich A. Drahos, Administrative Assistant for General Administration and Federal Programs, is authorized to receive and administer such funds as may be granted by the U.S. Office of Education pursuant to the attached application.

I, Aldrich H. Drahos, do hereby certify that all of the facts, figures, and representation, including all exhibits and attachments hereto and hereby made a part of this application, are true and correct to the best of my knowledge and belief.

DATED: April 28, 1972

Cedar Rapids Community School District
County of Linn
(Legal name of applicant)

BY Aldrich A. Drahos
(Signature of authorized representative)

Administrative Assistant for General Administration and Federal Programs
(Representative's title)

BASIC SKILLS AND STAFF DEVELOPMENT CENTER

Project BASIC, Formal Proposal

Part II - Narrative

ABSTRACT

This project proposes to demonstrate a program of staff development through which the reading skills of children in grades one through four will be improved as their teachers learn to diagnose specific skill deficiencies and prescribe corrective treatments. The development of word attack skills will be emphasized. A computer-supported system is included to access and evaluate locally available resources, including a trained tutorial staff. During the second project year, specific attention will be given to ad hoc skill grouping facilitated by systematized prescriptive intervention.

Major Components

Staff Development, Instructional Systems, Community Involvement, and Project Management constitute the major components of the project. The Staff Development component includes development efforts related to Building-Unit Reading Cadres, Volunteer Tutors, and Parent Education. The Instructional Systems component includes the design, development, and operation of a Demonstration Center as a prototype of the instructional resources required in the product instructional system; the design of training methods and training aids for teachers and tutors operating in

the demonstration school; and the development of Computer Support Services. The Community Involvement component includes the operation of a Community Advisory Council and the development of community communication methods and systems. The Project Management component includes System Analysis for integrated planning and control of the project, an Evaluation function, and an Independent Audit.

Project BASIC

The acronym BASIC has been selected as the name of the project and derives from the phrase Basic Skills Improvement Center. In addition, BASIC suggests the intent of the District to apply the model this project employs to develop functional competencies in other basic skills -- namely, computation and inquiry.

I. OVERALL PROGRAM DESIGN AND MANAGEMENT

A. Planning and Organization

1. Community Involvement

a. Report of Community Advisory Council Chairman. The following report is submitted on behalf of the Community Advisory Council by Mr. Thomas Carney, Chairman.

(1) Roster of Ad Hoc Advisory Council Members.

1. Allen, Sister Mary Anina	Principal, St. Patrick's School
2. Barber, Mr. Robert	Director, Board of Education; Exec., Collins Radio
3. Bates, Mr. Dennis	Education Writer, Cedar Rapids Gazette
4. Benson, Mrs. Darwin	Parent
5. Boyd, Miss Debbie	Student, Mini-Teacher, Taft Junior High School
6. Brooks, Mrs. Melvin	Parent, Media Clerk, IMC, Tyler Elementary School
7. Carney, Mr. Thomas	Director, Cedar Rapids Public Library
8. Collins, Mrs. Arthur A.	Parent, Library Board of Directors
9. Cutchlow, Mr. Billy	Exec. Secretary, Hawkeye Labor Council
10. Dukes, Dr. Ben	Chairman, Dept. of Education, Coe College
11. Eppel, Mr. Robert	Principal, Coolidge Elementary School
12. Fegus, Mr. Ray	Vice President, Systems Information, Executive Data Systems
13. Fisher, Mrs. David	Special Education Teacher, Coolidge Elementary School
14. Foy, Mrs. Arthur	Parent, Teacher Associate, Tyler Elementary School
15. Grondahl, Mrs. Vincent	Parent, Volunteer, Kenwood Elementary School
16. Harrington, Miss Irene	Teacher, Erskine Elementary School
17. Hensel, Mr. Harold	Director, Council on Aging
18. Hine, Mr. Norman	Parent, President, Interstate Systems Corp.

19. Lash, Mrs. Naomi	Homebound Instructor, Cedar Rapids Community Schools
20. Melheim, Miss Maureen	Student, Mt. Mercy College
21. Nechanicky, Mrs. Robert	Parent
22. Nielson, Mrs. Joyce	Education Worker, Hawkeye Area Community Action Program
23. Patricia, Sister Mary	Teacher, St. Jude's Junior High School; Treasurer, Local Chapter of International Reading Association
24. Rainbow, Mrs. William	Student, Teacher Training Program, Mt. Mercy College
25. Read, Mrs. John	Parent, Former Primary Teacher
26. Rudish, Mr. Garry	Student, Coe College
27. Schobert, Mrs. Jan	Primary Teacher
28. Stoecker, Mrs. Donald	Parent, Substitute Teacher
29. Sweeney, Miss Denise	Student, Mini-Teacher, Jefferson Senior High School
30. VanSlyke, Mrs. Gary	Remedial Reading Teacher
31. VanSteenhuyse, Miss Kim	Student, Mini-Teacher, Taft Junior High School
32. Wahrer, Mrs. R.L.	Parent, Teacher Associate, Monroe Elementary School
33. Wills, Mr. Robert	Project Leader, Mathematics - Cedar Rapids Community School District

(2) Method of Selection. In January, 1971, before the preliminary proposal was submitted, and as concepts for a basic skills center were being discussed, school personnel were asked to identify individuals or agencies that might have expertise or concern for the project and its objectives. A list of some fifteen names was submitted, representing a cross section of community interests, ideas, and attitudes. Management experts involved in data processing systems, parents, and students actively engaged in pupil-to-pupil tutoring were invited to participate in an interaction session on February 1. This meeting as subsequent meetings was held from 12:15-1:30 P.M. to allow business representatives as well as professional staff and unemployed volunteers to attend. Each participant was asked to indicate his own level of interest in the project and to recommend the names of others who might want to

be involved. Although several persons eventually withdrew, the number of people actively engaged in helping to develop the skills center concept gradually increased.

When the group met on Thursday, March 11, as the Ad Hoc Community Advisory Council, individuals were again solicited and those persons were invited to join the group. The Council presently includes a variety of community interests and backgrounds, with membership still open and active recruitment of additional members continuing through such channels as the Hawkeye Labor Council, Hawkeye Area Community Action Program, and a newly developed Cedar Rapids Council of Parents, Teachers, and Students.

(3) Council Organization. At the April 1 meeting of the Ad Hoc Advisory Council, a smaller group was appointed to design and recommend an organizational structure to the large group for adoption. The structure sub-committee met on April 29, 1971, and submitted a tentative structure proposal (Fig. 1) to the large group on May 6, where it was adopted with the understanding that the structure and procedures could be altered as observed needs were recognized.

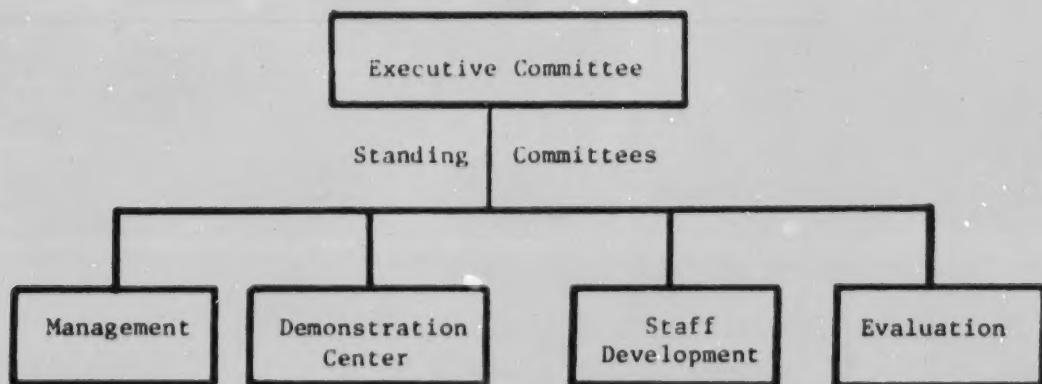


Figure 1. Organization of Community Advisory Council

Junior and senior high school students experienced in tutoring programs described various problems faced in the pupil-tutor relationship and in small group activities and suggested that training programs for tutors and volunteers would be helpful. The present proposal includes a strong tutor-training program.

(5) Role of the Council. As described in Section (3), the proposed organization of the Advisory Council will enable larger numbers of individuals to become acquainted with the program within their own special area of interest. Community members interested in the Demonstration Center would be trained to conduct tours of the Center, meet with interested parents in study groups, or speak before organizations that may be interested in the activities of the Center.

Individuals concerned with the staff development phase of the project will meet with teachers to discuss effective teacher-parent communication and develop processes for more effective conferences and reports. Parents would monitor various phases of the in-service programs in order to report these activities to community organizations. It has been recognized that parent reports have great credibility with other community people.

Members have expressed a strong concern that community members be closely connected with the evaluation of the project. Mothers suggested that behavioral check lists be sent to parents of students involved in the Demonstration Center before and after the project. Council members want to be involved in writing the check list and organizing the procedures for disseminating and collecting the instrument, feeling their involvement would greatly enhance the probability of positive community cooperation.

The Advisory Committee felt that interested community persons should be involved in four major areas of the project. Individuals interested in management, the demonstration center, staff development, or project evaluation will be assigned to standing committees. Members of the standing committees will then be elected as representatives on the Executive Committee which will perform liaison and communication functions. Each standing committee will function fairly autonomously, developing its own structure and function within guidelines suggested by the Executive Committee, and utilizing the expertise of members through activities organized as the project develops. Professional staff and community lay people will be represented on the four standing committees as well as the Executive Committee.

(4) Role of Council in Development. Individual members of the advisory council have provided valuable input in planning, reviewing, and revising the proposal. For example, a retired teacher, now substituting in the system, suggested that all elementary schools in the city should note some benefit from the Demonstration Center activities as soon as possible. Her suggestion was one of several leading to the organization of individual Building-Unit Reading Cadres and their proposed activities.

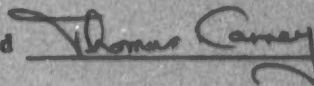
Private schools in the area, teacher training institutions as well as elementary parochial schools, are represented on the Advisory Council and have been involved in the planning of the Demonstration Center and Staff Development components. Using the Demonstration Center as an observation activity in a teacher training program and utilizing its highly trained staff to orient new student teachers to the system are suggestions that originated with the teacher-training representatives. These ideas are currently under study.

It was also suggested that as council members become knowledgeable of the evaluation procedures and analysis, parents might help collect necessary data.

During the second year of project operation, it is intended to recruit members from the now existing volunteer corps to give the staff input for design of improved parent education. The staff feels that volunteer training has been a highly successful form of parent education.

Recruits from the volunteer corps will also be encouraged to participate in the Community Advisory Council, representing their area of school attendance. A preliminary request for volunteers to become involved in the Council has given the staff twenty names.

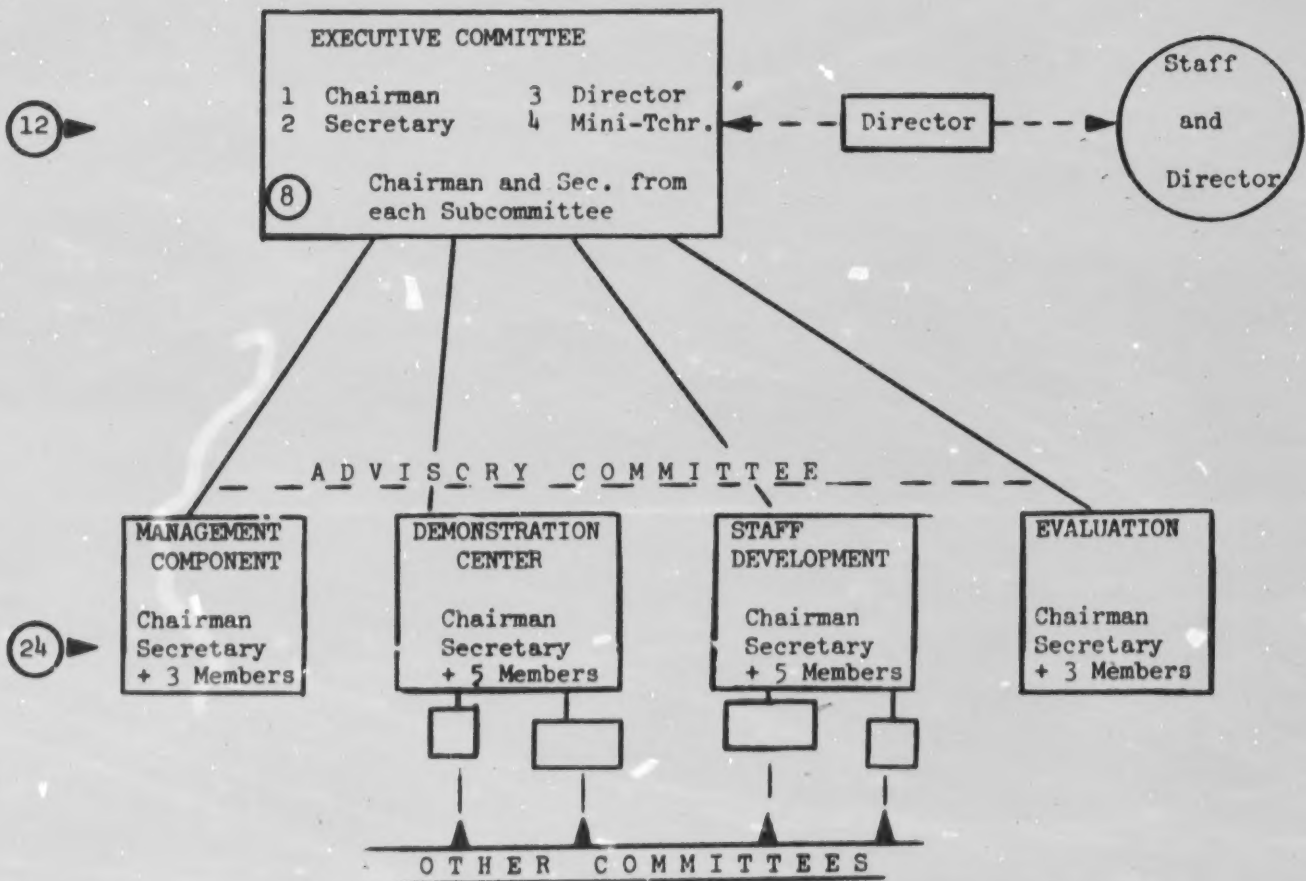
Signed



Thomas Carney,
Chairman

(b) Other Community Support. Letters confirming intent to participate in this project are included from officials of the non-public target schools on the follow two pages.

COMMUNITY ADVISORY COUNCIL



Executive Committee

Chairman - Tom Carney
Secretary - To be named

Project Dir. - A.P. Diaz
Mini-Tchr. - Mike Garner

Management Component Subcommittee

Chairman - To be named
Secretary - To be named

Staff Development Subcommittee

Chairman - Joyce Nielsen
Secretary - Eve Parrish

Demonstration Center Subcommittee

Chairman - Mikie Melheim
Secretary - Joy Rainbow

Evaluation Subcommittee

Chairman - Marilyn Stoeker
Secretary - Kay Nechanicky

5-16-71

TRINITY LUTHERAN SCHOOL

1361 SEVENTH AVE. S. W.
CEDAR RAPIDS, IOWA
BILL D. DIECKHOFF, Principal

May 17, 1971

Mr. Aldrich Drahos
Education Service Center
346 2nd Avenue SW
Cedar Rapids, Iowa

Dear Mr. Drahos:

This is in reference to the proposed project of Title
III-Comprehensive Client Centered Basic Skills and Staff
Development Center.

I wish to inform you that we will participate in this
project to the extent of the teacher representation that
we agreed upon in our meeting with you.

Thank you for your work in this project affecting such
a vital area in our elementary education.

Sincerely yours,

Bill D. Dieckhoff
Bill D. Dieckhoff



2. Statement of Need

The planning period assessment of needs proceeded on the assumption that functional competency in the basic skills has, for many years, been and continues to be a long-standing goal of the Cedar Rapids Community Schools. Several efforts had been made to improve performance in the basic skills. Representative involvements illustrating the level of commitment are: 1.) participation in one of the 27 national first grade reading studies supported during 1964-65 by the United States Office of Education; 2.) technological support through reading-related projects funded under Title III, NDEA; 3.) remedial reading, special education, and work experience services to disadvantaged children in 16 target schools under Title I, ESEA; 4.) locally supported reading, language, and primary education specialists.

Three categories of surveys and studies were undertaken to establish the levels and types of needs and to provide the input information necessary to assist in making decisions regarding program maintenance and modification.

- 1.) Surveys to compare potential and performance.
- 2.) Surveys of priorities.
- 3.) Studies of pertinent literature, research, and existing programs related to reading improvement.

The district's administrative staff, certificated and classified, is organized as a General Council which is developing participatory management relationships and procedures. Within this framework, the Instructional Services Division and the Department of Curriculum and Instruction have frequently taken ideas, suggestions and proposals to the Council for reaction, interaction, and modification. Priorities

for several district concerns have been seriously discussed at different times, and levels of commitment have been documented in writing at several points in time. The same techniques have periodically been carried out with groups from the community-at-large. Improvement of functional reading competency has consistently been the most frequent top priority. For example, see Figure 2, page 13.

Early in the 1970-71 school year, as a result of the concern with the high priority indicated for basic skills and reading at the primary level, plans were made to modify the pattern of leadership and functioning of groups assigned to specific tasks. Over several months and through frequent communication with staff, a task force approach was developed. (figure 3) Task groups were identified and designed in groups small enough to develop functional internal and productive leadership. As these task groups identified high priority tasks, they were enabled on an organized and coordinated basis to proceed with the task at hand. One of the earliest task forces enabled was the Primary Reading Task group. In conjunction with reviewing related literature and programs, the task force designed an information-gathering process aimed at assessing local needs in the area of primary reading. Instruments were designed to gather baseline data on which to base the initial and continuing modification of the primary reading program. The collection of this latter type of baseline data began in October, 1970, and is continuing at the present time. Several discrete types of data were gathered both by the reading task force, some related school services, and a community agency.

The Reading Task Force gathered the following:

- 1.) Six-week reading surveys. The first of these surveys

DEPARTMENT OF CURRICULUM AND INSTRUCTION
Proposed Distribution of Discretionary Resources
(100 Resource Units)

MAJOR AREA OF ACTIVITY		ELEMENTARY PRINCIPALS		SECONDARY PRINCIPALS	
		Round		Round	
		1	2	1	2
1. <u>Ad Hoc Program of Studies</u>	☐	* 7	6	11	10
☐ Philosophy and Objectives					
☐ School Year Organization					
☐ Catalog(s) of Courses					
2. <u>Individualized Learning</u>	☐	12	12	10	8
☐ Open Spaces					
☐ Combination Classrooms					
3. <u>Program Evaluation</u>	☐	8	9	12	11
4. <u>Project BASIC (Basic Skills Improvement Center)</u>	☐	12	14	12	14
5. <u>Social and Natural Sciences (Curriculum)</u>	☐	12	12	10	9
☐ Mathematics					
☐ Science					
☐ K-6 Social Studies					
☐ Misc. Social Studies					
6. <u>Human Considerations (Curriculum)</u>	☐	11	11	12	11
☐ MERA					
☐ Family Life					
☐ Drug Abuse					
7. <u>Human Relations Workshop and School Year Follow-on</u>	☐	12	13	14	18
8. <u>Training Units and On-Job In-Service</u>	☐	13	13	6	7
☐ K-3 Training Units					
☐ Correction of Deficiencies					
9. <u>Conferences, Seminars, Workshops</u>	☐	7	6	8	6
☐ Croft Program					
☐ Holiday Seminars					
☐ Decorah Workshop					
☐ August Conferences					
10. <u>Professional Credit Program</u>	☐	6	6	7	6
TOTAL		100			

+ Increase
- Decrease

*average units

Check one:

- ☐ Elementary Administrator
☐ Secondary Administrator
☐ ESC Staff (Certificated)
☐ ESC Staff (Non-certificated)

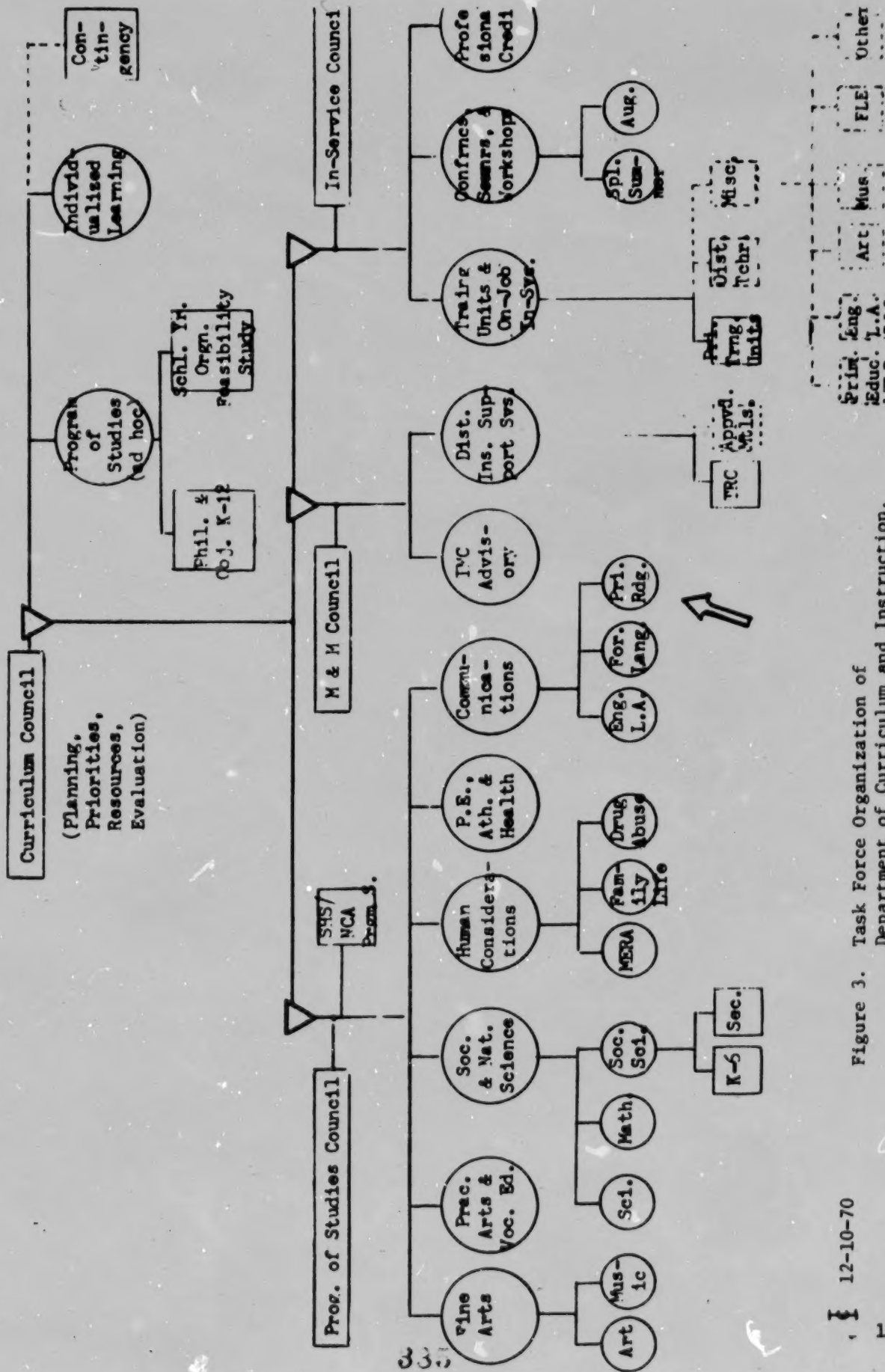


Figure 3. Task Force Organization of Department of Curriculum and Instruction.

was sent out in mid-October, to be filled out by all first, second, and third grade teachers. From these surveys, building and district-wide progress through the **basal reading series** is charted by the Research Department.

2.) Behavioral Observations. As a method for assessing in-service needs, the task force decided to observe activities of first grade students during the time set aside by the teacher for morning and afternoon reading groups.

For this purpose, an observation checklist was cooperatively drawn up by Reading Task Force members. This checklist was field tested repeatedly and subjected to a series of revisions. After a training session using video-tapes, a random sample of students was observed by a team consisting of twelve first grade teachers, one principal, and members of the Department of Curriculum and Instruction who made visitations to every first grade classroom in the district. Data derived from these observations was presented to all elementary principals and to selected first grade teachers at a one-day seminar held over the Christmas holidays. Recipients of the information were asked to discuss and interpret it, with emphasis on practical application of findings.

3.) In-depth Sampling. A random sample of 200 first grade students was tested early in May using one of seven instruments constructed by the members of the reading task force. These instruments were prepared by a.) eliminating all untestable items from a list of behavioral objectives contained

in the first through third grade Scott-Foresman Reading Series, and compiled during the summer of 1970 by the Primary Reading Consultant, b.) formulating a list of nine behavioral objectives that a consensus of first grade teachers felt every first-grader should be able to accomplish, and c.) selecting, by matrix sampling methods, those items to be included in each instrument.

4.) Teacher Sampling of Reading Behaviors. In order to determine the extent to which teachers are able to specify the percentage of students in their class in relation to accomplishment of specified reading objectives, questionnaires were sent to all first through third grade teachers in early May. Each teacher was asked to estimate the percentage of her class that was able to meet each of 36 behavioral objectives. These results will be collated with those of the in-depth sampling of students.

5.) The Gates-McGinitie Reading Test. This test was selected as a standardized measure of reading achievement in grades one through four. The tests will be administered late in May, 1971, and in successive years, to provide a continuous needs assessment, as well as product information.

6.) Survey of Teacher Preparation in Teaching of Reading. Examination of college transcripts of primary teachers indicated that preparation of primary teachers is tending towards courses of a general nature. Specific courses in the teaching of reading appear in the credentials of only slightly more than one-third of the teachers with less than two years of experience.

Related School Services

1. Survey of Teacher In-Service Needs - more than 221 teachers (77, as top priority; 144, may attend) requested an in-service course in reading diagnosis for the school year 1971-72. These requests ranked second in priority out of a list of 107 requests.
2. First-year Teacher Survey - primary grade teachers completing their first year of service in the district evidenced the following problems:
 - a. providing enrichment for superior students (63%)
 - b. difficulty in finding time to "keep current" in subject matter being taught (63%)
 - c. providing needed remedial instruction within the classroom (34%)
 - d. motivating students to satisfactory achievement (47%)
3. On May 6, 1971, the Executive Director of Curriculum and Instruction presented the elementary principals with two proposed options for use of classroom teachers as building team leaders or as members of a building reading cadre and also for certification, training and use of volunteer tutors (Figure 4). Thirty-two (all) elementary principals supported the first option; 30 favored the second one (tutor certification, training, and use of tutor volunteers), and the two who did not state preference for the second option felt they had sufficient other options and support at this time.

Figure 4. Preliminary Interest Survey

REVISED

SKILLS CENTER COMPONENT

Gr. 1	Gr. 1
Gr. 2	Gr. 2
Gr. 3	Gr. 3
Gr. 4	Gr. 4

8 teachers
210 students

INSTRUCTIONAL
MATERIALS
CENTER

SKILLS CENTER

Staff:

1 Reading Specialist
1 Psychologist/Evaluator
3 Tutors (Paraprofessionals,
180 days each)

(Each class to be physically associated
with Center for minimum of 60 min/wk.)

STAFF DEVELOPMENT COMPONENT

☐

Option #1

Building-Unit Reading Cadre (Grades 1-4)

1 Team Leader	70	\$ 281	(\$200)*
3 Teachers	32	\$ 80	(\$ 80)*

☐

Option #2

Building-Unit Tutor Support*

Volunteers (secondary school students,
senior citizens, other adults) or
paraprofessionals

Initial certification (up to 4 tutors)	10	} — \$ 203
Follow-on training per building	40	

*Objective: 300 hours of trained tutorial
support per building (Grades 1-4)--
equivalent of 2 hours/day for 30 weeks

SCHOOL _____

330

*appx. payment to 18
professional staff

Community Agency - Hawkeye Area Community Action Program (HACAP)

1. HACAP, funded by a combination of OEO and local resources, coordinates the efforts of a large group of volunteers. In specifically applying the use of these volunteers to the District's elementary schools, an attempt has been made to serve the students' needs in areas other than the academic. A survey by the agency shows need for tutor training and for follow-through with teachers and tutors. The agency has made the survey available to the school district and is very cooperative in affording the District additional information as requested.

Scope and Severity of the Problem

Reading achievement scores and other samples of reading-related pupil behaviors appear to be only symptomatic of an underlying cause. Several potential causal factors have tended to reappear during data analysis. They are discussed briefly in the following paragraphs.

Teacher Preparation. Preparation of primary teachers is tending towards courses of a general nature. Specific courses in the teaching of reading appear in the credentials of only slightly more than one-third of the teachers with less than two years experience employed in this district in grades one through four. Usually their training has been limited to such courses as "Language Arts and Reading" or "Elementary Education." Considering a normal staff turnover of 20 per cent, the need for intensive training in the teaching of reading appears to be critical.

Access to Alternate Treatments. Even when teachers are aware of diagnostic and prescriptive techniques, most teachers, necessarily preoccupied with classroom control and teaching the basal reading program, are unable to accommodate a wide range of differences among the 25 to 30 children in a standard classroom. "Independent activity" or "seat work" is invariably paper and pencil activity, limited to supplementary materials accompanying the basal reading series. [Little evidence of media use other than printed materials was noted and only rarely were para-professionals observed providing tutorial (one-to-one) services directly related to reading.]

Restricted Schedule of Reinforcement. In effect, reinforcements tend to be incidental and/or institutionalized -- letter grades, penciled notes on completed papers, home-induced. (No evidence of carefully managed reinforcements contingent on desirable behavior was observed.) Frequent non-productive behavior implies the need for an improved system of motivation.

The following conclusions were drawn from the study of pertinent literature and research:

1. The classroom teacher is the single most important factor in whether, and how well, a child learns to read. What teachers do makes a difference in pupil achievement, even when initial skills and their achievement and own teaching experience is accounted for. (Chall, 1966)
2. Most of the present methods and materials for teaching reading work for some children, but no one method works for all children. In the first grade

studies sponsored by USOE, children in the basal program read significantly more books than those in the contrasting programs, while children in a basal plus phonics system showed the most positive attitudes toward reading. (Dykstra, 1967).

3. Diagnostic teaching is necessary if children are to succeed in reading. 15 per cent of the children in the United States need special corrective work. (Austin and Morrison, 1963). Ninety per cent of the teachers who responded to a questionnaire about needs in teaching reading wanted more information about corrective methods. (Adams, 1964).
4. Teaching should be carried on by enthusiastic teachers trained in identifying reading skills and in matching problems with appropriate corrective techniques and materials. (Austin and Morrison, 1963; Smith and Dechant, 1961; Burnett, 1970; Bond, 1970).
5. Training teachers in motivational techniques can increase school achievement. (Honne, 1965.)
6. Tutors, both high school students and volunteers from the community, can be an asset to the classroom teacher in tutoring children in specific needs. (Cohen, 1969; Schaeffer and Pearson, 1970).

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Cohen, S. Alan, Teach Them All to Read. New York: Random House

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Spache, George and Spache, Evelyn, Reading in the Elementary Schools, 2nd Edition. Boston, Massachusetts: Allyn and Bacon, Inc., 1969.

OTHER PROGRAMS STUDIED

ERIC Programs

- ES 000-200 Screening for Potential Reading Difficulties. Fresno, California
- ES 001-432 Project to Assist the Classroom Teacher Assume A New Role as an Educational Diagnostician Using Recent Research Findings in the Learning Patterns of Children as the Catalyst for Change. Overland Park, Kansas
- ED 002-592 Elementary School Reading Centers. Milwaukee, Wisconsin
Pinpointing Specific Skills Needs. Wyatt, Neta
Setting the Environment for Learning. Sppulveda, Betty R.
- ED 022-255 Organizing A Learning Center. Davis, Harold S.
ERC of America - Cleveland
- ED 022-629 Teaching Diagnostic Techniques to Classroom Teachers.
Beldin, H.O.
- ED 022-630 Diagnostic Teaching in the Classroom. Bond, Guy L.
- ED 022-637 Establishing Guidelines for Effective In-service Programs in Reading. McCrackin, Robert T.
- ED 023-550 Volunteer Reading Tutoring Program, Summary Report.
Schaeffer, Arthur W., Milwaukee, Wisconsin
- ED 023-152 Recipes for Reading., A Teacher's Handbook for Diagnostic and Prescriptive Teaching, or the Reading Teacher's Cookbook. Moody, Barbara J., Winsted, Conn.
- ED 040-018 A Study in Motivating Children to Read. Bullen, Gertrude
- ED 041-184 Project SOLVE (Support of Open Concept Learning Areas Through Varied Educational Teams.) Somersworth, New Hampshire

ERIC Programs, Cont.

ED 041-722 Early Reading Assistance, A Reading Tutorial Program, Program for Action by Citizens in Education. Cleveland, Ohio

Articles

Atkinson, Richard C. and Hansen, Duncan N., "Computer-Assisted Instruction in Initial Reading the Stanford Project." Reading Research Quarterly, 2: pp. 5-26, Fall, 1966.

Criscuolo, Nicholas P., "Reading Tutors". Educate, pp. 18-20, March, 1971.

Spache, George D., "A Reaction to Computer-Assisted Instruction in Initial Reading: The Stanford Project." Reading Research Quarterly, 3: pp. 101-110, Fall, 1967.

Book

Silberman, Charles E., Crisis in the Classroom. New York: Random House, 1970.

In spite of the efforts cited in the introductory portion of this section of the proposal, results of the Iowa Basic Skills testing program in grades three through six continue to show, at best, a static condition. (This is complicated by data suggesting that students entering the system are on the average more likely to be deficient in school-related skills than are those leaving the system.) Furthermore, an analysis relating IQ levels to Iowa Test of Basic Skills scores indicates that students of all levels of ability are often deficient in reading skills. In recent years, however, district-level support has generally been directed to seriously deficient readers through the remedial reading program, rather than to moderately deficient children for whom a corrective program might be extremely productive.

Recommendations

General. Additional resources should be committed to the Training Unit Program of In-service. Experienced, as well as inexperienced staff should be included, and the training schedule should emphasize the development of those skills required to diagnose reading deficiencies; prescribe, evaluate and reinforce appropriate corrective treatments; and use related instructional technology. In addition, the cost-benefits of limited tutorial assistance should be studied, and a more effective system should be developed for storing and retrieving alternative treatments once a deficiency has been properly diagnosed. (See Page 26a.)

Target Population

The primary target population consists of approximately 9,300 children in grades one through four. The degree of effect of the

Needs assessments were also conducted in the spring of 1972. The project staff held four successive meetings with the Demonstration Center building staff, the Community Advisory Council, project cadre leaders and the elementary principals' association.

Recommendations from these groups were:

- 1.) To provide continued in-service, but at an increasingly sophisticated level to cadre leaders who participated in the first year project operation (1971-72).
- 2.) To provide opportunity for teachers not involved in the project the first year to do so.
- 3.) To continue and increase the volunteer program.
- 4.) To help train teachers in proper utilization of volunteers, and
- 5.) To include the District kindergarten program in the project.

With this input the staff designed the proposed continuation grant to include items 1, 2, 3, and 4 above. It was felt that item 5 (kindergarten), though logically related, would present an unwieldy element in view of project funding and the project evaluation design. It is important to note, however, that the District has already begun a needs assessment of the kindergarten program and will be continuing activity to gather baseline information leading to updating of the kindergarten curriculum.

project on the district's children in grades one through four will theoretically be directly proportionate to the degree of involvement in project activities by their teachers. However, as the description of these activities below will show, it is also felt that all children in the school district will be affected by the project.

The operation of the Demonstration Center will be divided into four nine-week phases. With this understanding, it may be possible to shift operation of the Center to four different sites during 1972-73 if the desired procedural level of efficiency is reached.

Regardless of where the final nine-week phase is carried out, it is tentatively planned to make use of computer services to assist in the daily ad hoc grouping procedure. Such assistance would consist of monitoring student progress, providing daily information for grouping procedures. A parallel State Title III project proposal (Project BASIC - Mathematics) recently submitted for such computer assistance.¹ If the Mathematics Project is funded, Project BASIC Reading will cooperate and share the former's computer managed instruction. In any event, this proposal includes a budgeted amount to develop some degree of computer services in 1972-73.

In the school selected as the site for the Demonstration Center, one teacher in each of grades one through four, a total of four teachers will serve approximately 124 students. In addition, the principal of each of the district's additional elementary schools has been asked to invite

¹ Project BASIC - Mathematics is the first step towards extending the Project BASIC model into other skill areas, including computation and inquiry. While the proposal anticipates the availability of State Title III money, the LEA is prepared to support this extension with only LEA funds if necessary, and as they become available.

two teachers to participate in the project's activities. Two teachers named from each school may be an experienced "Building Unit Reading Cadre Leader" from 1971-72. The other one will serve, with the leader, as "Building Unit Reading Cadre Team."

The team leader will receive more hours and a higher level of in-service training. The proposed Staff Development Program for team leaders will be designed by an experienced cadre leader committee.

The proposed Staff Development Program for other cadre members will be designed upon recommendation of an advisory committee composed of cadre teachers from three different levels of training and experience.

The cadre membership will be composed entirely of teachers and experienced cadre leaders who volunteer for participation in the second year of project activities.

The rationale for the selection of all students in the primary grades as the target group is partially established in the foregoing paragraphs and partially in the general statements introducing this section (Statement of Needs) of the proposal. In summary, however, the intent of the project is to effect a general growth pattern in achieving appropriate reading levels and objectives for all children of the district. The broad objectives of the Evaluation Section of the proposal will further support this.

Proposed Target Schools

As stated in the preceding paragraphs under Target Population, the Target Schools fall into three categories:

- 1.) the school selected as the site of the Demonstration Center
- 2.) the 31 other elementary schools in the district, and
- 3.) eight participating non-public schools.

As previously stated, the intent of the project is to demonstrate an intensive set of activities to improve reading diagnosis, prescription, and performance at the Demonstration Center, with additional activities designed to carry the practices into all elementary schools. These activities obviously will be limited in scope by the restraints which the Federal funding amount poses, as well as similar restraints limiting the district contribution in view of the time at which the Federal discretionary funds became available.

The first nine-week phase of Demonstration Center activities will continue at Jackson Elementary School in fall of 1972. If the operation is shifted, any school(s) selected must be representative of the range of LEA school facilities. This is in order to demonstrate that the project-developed procedures can reasonably be expected to be carried out in a variety of settings.

3. Technical Assistance.

Travel and Mileage

Charged to Project

Mr. King B. Nelson, IDEA, conference prior to pre-audit

Costs to be pro-rated to other projects in area and to auditing contract

Dr. Arno Jewett, technical assistance, provided by USOE, Div. of Plans and Supplementary Centers. May 6-7, 1971

No cost to school district

District Contribution

Eight staff members, 2-day conference on project development. Approx. 10 hours per staff member. \$560.00

Staffing conferences with District Teachers selected for Project. 8 teachers, 12 staff members - May 7, 1971. 4 hrs. per person attending. (Dr. Jewett also present) 580.00

Total Charged to Project

\$405.02

Total District Cont. \$1,950.00

*Comm. Representative's employer contribution (150.00)

\$2,100.00

Equipment

None

None

Other Expenses

Telephone Calls outside Cedar Rapids (Donahoe, Homme, Farr, Hyde, Sister M.E. Dolan)

\$ 25.00

Communication System for Project:

74.75

UPDATE: info out

Installation 8.00

Monthly (one month) 1.25

Dial access system, hardware, operator, staff time for writing and dubbing of script on tape for UPDATE \$100.00

Contracted Services

<u>Charged to Project</u>		<u>District Contribution</u>	
May 11, 1971; Dr. Roger Farr, University of Indiana, consultant on Evaluation Design	\$150.00	May 11, 8 project staff members at one-day conference with Dr. Farr	\$560.
Mr. Art Wulfsberg, Management Component Section, development, design and consultation, four days	250.00 (450.00)**	Dr. Richard W. Schulz, Exec. Dir. of Curric. and Instruc., conferences with Mr. Art Wulfsberg, five days	450.
Mr. King E. Nelson, IDEA, conference prior to pre-audit	Costs to be pro-rated on auditing contract	Six project staff members at one-day conference with Mr. Nelson	420.
Total Charged to Project	\$400.00	Total District Contribution	\$1,430.
**Gratis Contribution	(350.00)		

Materials and Supplies

Paper for printing production, newsletter, testing instructions and schedules, baseline data instruments, etc.	\$ 20.00	
Total Charged to Project	\$ 20.00	None

Travel and Milcage

Developmental Conference, Chicago, April 12-14	\$279.02	Three staff members, 3 days	\$810
Dr. Roger Farr, Indiana University consultant, Evaluation Design	126.00	Community Representative	150

Other Expenses, Cont.

Charged to Project

HOTLINE: info in
Installation \$ 25.00
Monthly (one month) 25.00

Conference Phone
Installation 8.00
Monthly (one month) 7.50

Printing Production \$ 50.00
Newsletters to teachers; meeting
notices, agendas, reading and
study references for teachers and
Community Advisory Council.
baseline data and other local
surveys.

Production of proposal 75.00

Total Charged to Project \$224.75

GRAND TOTAL

Charged to Project \$1,049.77
* Contribution (gratis) 450.00
by Mr. Wulfsberg

\$1,499.77

District Contribution

Daily transcription and \$ 25.00
typing of HOTLINE info by
secretary

Secretarial, typing, print- 25.00
ing.

Dissemination services 25.00

Secretarial services, typing 200.00
etc. for draft of proposal

5 project staff members 1,200.00
final draft of proposal

Total District Cont. \$1,575.00

GRAND TOTAL

District Contribution \$4,955.00
* Contribution by Comm- 150.00
unity Rep. employer

\$5,105.00

TOTAL PHASE I EFFORT

Grand Total Charged to Project \$1,499.77

Grand Total Charged to Dist. Contr. 5,105.00

\$6,604.77

Project Goals (Overall Objectives). Overall goals of the project remain consistent with those shown in the first year project proposal, pages 33-35. Specific second year objectives are outlined in the following paragraphs.

a (1). Pupils. While the ultimate success of the project will be measured in the improvement of pupil reading skills, emphasis during the second year of the project will focus on further individualization of instruction.

Beginning in March, 1972, four days of technical assistance were utilized to look at types of tasks delineated on task cards throughout the first six months of instruction. Tasks were categorized into singular instructional units, called Reading Skills Task (RST) Prescriptive Units.

These RST Units are being indexed according to specific Croft Word Attack Skills, and will be identified insofar as possible by such variables as individual or group instruction, learning channel employed, experiential level of instructor needed, reading level, grade level, and time required. Each RST Unit describes materials needed, source of materials, and procedures to be employed.

The RST Units will then be cross-indexed with printed individual pupil instructional cards which the teacher can readily access and assign to a student or group of students needing instruction in a specific skill area.

The major second year goal will be directed at teaching teachers to use these cards with individuals and ad hoc groups, in conjunction with the Cooper McGuire Diagnostic Word Analysis Test, in order to improve pupils' word attack skills.

Further classification of pupils' skill and personal variables should lead to more efficient individual and group instruction, further diagnosis and prescription, and refinement of data directed at the third year project objective of computer managed instruction.

a (2). Staff. As is stated in the first year project proposal, at the conclusion of the project teachers will be expected to meet minimum performance criteria (1) in the diagnosis of reading deficiencies, (2) in the prescription, performance evaluation, and contingency management of appropriate corrective treatments, and (3) in the use of related instructional technology.

Objectives for the second year staff development phase include the following.

1. Certain minimum performance criteria to be expected of every reading teacher in the Cedar Rapids Schools will be identified.
2. New staff entering the Cedar Rapids district and other selected teachers with more than two years of experience in the District will be trained in the three goals delineated in the first paragraph under Staff above.
3. Lead teachers who participated in Project BASIC in-service courses during the first year of the project will be given the opportunity to expand their expertise according to their stated needs.
4. Some lead teachers who participated in Project BASIC in-service courses during 1971-72 will be given the opportunity to share their knowledge with other groups of teachers.

5. Further steps toward the district philosophy of participatory management will be taken through the establishment of the Teachers Advisory Committee.

6. The tutor program will be expanded with more efficient methods of training and coordination of effort.

a (3). Instructional System. The project staff will continue to design, field test and recommend procedures, materials and hardware necessary to maintain a district-wide, on-going instructional system in reading diagnosis and prescription, remedial and enrichment techniques, and use of tutorial staff. Effectiveness of prescribed treatments in relation to student variables will be studied in depth. Packages of services encompassing contingency management and ad hoc skill grouping will be offered to elementary schools. Project staff will tailor these packages to the specific needs of the school and work on location at the school for specified periods of time.

a (5). Project Management. The primary function of the Project Director and Project Office staff is to assure the integrated planning and performance of the project to reach the objectives of the project: achieving the performance requirements of the project on schedule and at minimum cost. Among the important objectives of Project Management are planning and organizing, installing and operating, communicating and evaluating.

The Project Director will define and recommend the management and systems necessary for the permanent installation of the reading skills development program and identify those systems adaptable to other programs in the Department of Curriculum and Instruction as well as in other departments and divisions of the Cedar Rapids Community Schools.

b. Second Year Objectives. The following objectives are proposed for the second operational year of the project, subject to the pre-audit report. All of the objectives are keyed so that their relationship to the components of the project is explicit. Figure 5 explains the numeration key.

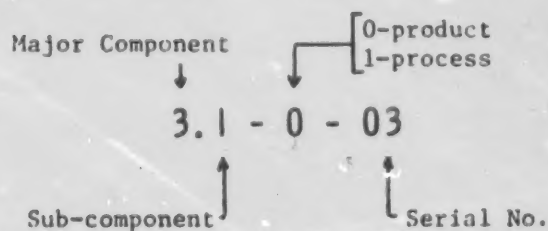


Fig. 5. Objectives Numeration Key.

(1.0) Staff Development Objectives.

1.1 Building-Unit Reading Cadre

- 1.1-0-01 The building unit reading cadre will be composed of teachers with two different levels of experience and training.
- 1.1-0-02 In-service experiences will be tailored to provide relevant experiences in methods, materials, and diagnostic reading procedures. Relevance of in-service experiences will be assessed at every meeting and will be defined as a group consensus of 4.5 out of 6 on a six-point rating scale.
- 1.1-0-03 Teachers will exhibit an increased awareness of student needs as measured by a higher correlation between the first grade cadre teachers' estimates of student proficiency on specific behavioral objectives and a sampling of student proficiency on that objective.
- 1.1-0-04 The lead teachers who participate in the in-depth sample will apply selected instructional techniques as designed by the Demonstration Center staff. Application of techniques will be judged by regular submission of reports logging time for application of technique, time needed for mastery of skill and teacher's estimate of the efficacy of the task.
- 1.1-0-05 Teachers receiving trained volunteers will demonstrate an understanding of capabilities of volunteers by making realistic work assignments to volunteers. Success will be measured by questions about teacher readiness and use of volunteers on the volunteer evaluation questionnaire.

1.1 Building-Unit Reading Cadre

- 1.1-1-01 a The building cadre will consist of no more than two volunteer teachers from each building, plus members of the Teachers Advisory Committee.
- 1.1-1-01 b Building-unit reading cadre leaders who participated in all major in-service experiences offered by Project BASIC, 1971-72, will comprise the top level of experience and training. They will be invited to volunteer their participation during the second year.
- 1.1-1-01 c Other teachers from each public and non-public elementary project school with more than two years of experience will be invited to volunteer as building-unit cadre members.
- 1.1-1-02 a A Teachers Advisory Committee consisting of (1) three outstanding cadre leaders from the 1971-72 school year, three teachers with two or more years of experience, and (3) three teachers with less than two years of experience, and one member-at-large will be formed.
- 1.1-1-02 b The Teachers Advisory Committee will be formed in May, 1972, and will advise project staff in the design of their meeting schedule.
- 1.1-1-02 c The Teachers Advisory Committee will assist Project BASIC staff in formulating specific in-service experiences for 1972-73 through evaluation of past Project BASIC experiences and an on-going needs assessment program.
- 1.1-1-02 d The building-unit cadre members who participated as cadre leaders during 1971-72 will advise in the formulation of personalized in-service education according to their needs.

- 1.1-1-03 Activities included in the in-service course for cadre teachers will be designed to develop increased awareness of student needs. Efficacy of activities will be measured by the correlation between first grade cadre teachers' estimate of student proficiency on specific behavioral objectives and a sampling of student proficiency on that objective.
- 1.1-1-04 Demonstration Center staff will recommend selected instructional techniques for use with students in the in-depth sample. Techniques and recommendations will be logged.
- 1.1-1-05 Teachers receiving trained volunteers will receive at least one orientation session on the use of trained volunteers.

(1.0) Staff Development Objectives

1.2 Volunteer Tutors

- 1.2-0-01 Volunteer tutors will be familiar with the District reading philosophy, reading games, and other techniques to aid an individual tutoring children in the area of reading. Volunteers will rate their own performance on a questionnaire-evaluation form at the end of the year.
- 1.2-0-02 Volunteers will work in conjunction with teachers who request additional reading instruction for a child or group of children. Placement and volunteer time spent will be logged.
- 1.2-1-01 Each volunteer tutor will attend a minimum of six hours of certification training sessions at which the volunteer will become acquainted with the philosophy of the school district's reading program(s), numerous reading games and other techniques to aid an individual tutoring children in the area of reading. Volunteers will be observed while working in an assigned classroom. Success will be defined as receiving 6 points on an eight-point rating scale.

(1.0) Staff Development Objectives.

1.3 Parent Education

1.3-0-01 Parents will exhibit increased awareness of their children's reading activities, both at home and at school. Increased awareness will be measured by a pre and post-questionnaire sent to parents.

1.3-1-01 a Five per cent of the parents of the target population will participate in a designated number of conferences with teachers, the Community Agent, and other Center staff.

1.3-1-01 b Parents will utilize the communication system to provide input to project staff and receive information about reading and related project activities.

1.3-1-01 c A representative or representatives from the volunteer corps in each demonstration school(s) attendance area will be recruited to serve on a task force to develop activities for an increased level of parent education.

1.3-1-01 d A representative or representatives from the volunteer corps in each school district triad attendance area will be recruited to serve on a task force to provide for a higher level of Community Advisory Council involvement.

(2.0) Instructional Systems Objectives.

2.1 Demonstration Center

2.1-0-01 The Demonstration Center will be operational at one to four schools throughout the year, from September 18 through June 1. Operational is defined as that period of time students are involved in ad hoc skill grouping.

2.1-0-02 Pupils involved in ad hoc skill grouping will show growth in word attack skills as measured by pre and post-test scores on the Cooper-McGuire Diagnostic Word-Analysis Test.

2.1-0-03 Pupils in the Demonstration Center schools and pupils chosen for in-depth study in classes taught by cadre leaders will show a significant improvement in reading achievement scores administered at approximately one-year intervals, as measured by Gates-MacGinitie Reading Test.

2.1 Demonstration Center

2.1-1-01 Children in the demonstration center school(s) will work individually or in ad hoc skill groups four days a week for 30 minutes a day.

2.1-1-02 a Children in the demonstration center school(s) will work in ad hoc skill groups conducted by classroom teachers and Project BASIC staff.

2.1-1-02 b Ad hoc skill groups will be formed and reformed through use of the Cooper-McGuire Diagnostic Word Analysis Test and other formal and informal diagnostic procedures.

2.1-1-02 c A file of Reading Skill Task Prescriptive Units (RST) cross-indexed with printed pupil task cards will be developed and field tested during summer 1972, for use in ad hoc skill grouping during the school year 1972-73.

2.1-1-03 A small group of children enrolled in the demonstration center school(s) and a small group enrolled in classrooms of cadre leaders will be chosen for an in-depth study involving (1) efficacy of prescriptive and diagnostic techniques, and (2) classification of skill and personal variables for later computerization.

2.2 Training, Teachers/Tutors

- 2.2-0-01 Teachers in the demonstration center school(s) will demonstrate competency in ad hoc skill grouping and personalizing learning. Competency will be assessed by teachers doing skill grouping without the help of Center staff during the eighth and ninth weeks of the program and receiving 8 out of 10 on a rating scale.
- 2.2-1-01 Teachers in the demonstration center school(s) will conduct individualized or ad hoc skill group activities in addition to their basal reading program. Skill group activities will be conducted by teachers in the demonstration center school(s) for a 30 minute period four days a week.
- 2.2-1-02 Teachers in the demonstration center school(s) will participate in weekly program planning sessions with Demonstration Center staff.

(3.0) Community Involvement Objectives.

3.1 Advisory Council

3.1-0-01 The Community Advisory Committee will offer advice and expertise to project staff members on all relevant aspects of the project.

A log will be maintained as a record of all activities of the Community Advisory Committee.

3.1-1-01 Community Advisory Committee members will be asked to volunteer their services in sub-committees related to the four project components. A record of participation will be kept.

3.2 Communications

3.2-0-01 The communications system will insure that all persons are afforded the opportunity to receive continuous information on project activities, to ask questions of project personnel, and to provide continuous input. Requests for information and/or input will be logged according to the person initiating the communication.

3.2-1-01 Every member of the staff and community will have access to a telephone recording system for registering information or questions relative to the project.

3.2-1-02 Project personnel receiving a telephone referral form will re-search the question, obtain the best possible answer, and relay the information to the questioner by a personal call or note.

3.2-1-03 Anonymous questions will be reviewed by the Project Director and those deemed worthy of attention will be answered in a periodic newsletter.

(4.0) Project Management

4.1 System Analysis

- 4.1-0-01 Revise and submit the continuation grant proposal for the project.
- 4.1-0-02 Develop a system for monitoring and controlling all project effort to assure achievement of performance, schedule, and cost objectives.
- 4.1-0-03 Develop detailed performance objectives and work statements for all components and key personnel.
- 4.1-1-01 Review the organization chart for the project.
- 4.1-1-02 Review the Work Breakdown Structure Matrix for the project.
- 4.1-1-03 Prepare, periodically review, and revise a work statement for each active cell in the Work Breakdown Structure Matrix.
- 4.1-1-04 Continue arrangements with Arthur Wulfsberg for technical assistance related to system analysis.

(4.0) Project Management

4.2 Evaluation

- 4.2-0-01 Develop an evaluation design that is acceptable to the Project Auditor and the Project Director.
- 4.2-0-02 Renew audit contract or establish arrangements with new auditor.
- 4.2-1-01 Complete the collection and organization of the 1971-72 data.
- 4.2-1-02 Contact prospective consultants to the evaluation program and complete necessary contractual arrangements.

(4.0) Project Management

4.3 Independent Audit

4.3-0-01 Review, refine, and submit an audit plan to the Project Director and complete an Evaluation Design Critique in a formal pre-audit report.

4.3-1-01 Review the continuation grant proposal as part of the second-year activities.

4.3-1-02 Make an on-site visit to provide a preliminary review of the evaluation design and establish a schedule for the remaining pre-audit activities.

5. Budget.

COMPONENTS	EST. BUDGET	
1.0 <u>Staff Development</u>		
1.1 Building-Unit Cadre	\$ 17,409	
1.2 Volunteer Tutors	10,021	
1.3 Parent Education	<u>1,095</u>	\$28,525
2.0 <u>Instructional Systems</u>		
2.1 Demonstration Center	22,646	
2.2 Training, Teachers/Tutors	5,983	
2.3 Computer Support Services	<u>5,053</u>	33,682
3.0 <u>Community Involvement</u>		
3.1 Advisory Council	2,156	
3.2 Communications	<u>1,410</u>	3,566
4.0 <u>Project Management</u>		
4.1 System Analysis	9,849	
4.2 Evaluation	11,866	
4.3 Independent Audit	<u>2,512</u>	24,227
	TOTAL	<u>\$ 90,000</u>

APR 27 1972

DEPARTMENT OF HEALTH, () TION, AND WELFARE
OFFICE OF E.
WASHINGTON, D.C. 20460

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

Title III, Elementary and Secondary Education Act of 1965 - Supplementary Contents and Services Program

NOTE: Please read the attached instructions before completing this form

Section 306, P.L. 91-230

AGENCY'S NAME & ADDRESS:

Cedar Rapids Community School District, 346 Second Avenue S.W., Cedar Rapids

STATE:

Iowa

PROJECT NUMBER

71-7048

GRANT NUMBER

OEC-

0-71-1733 (290)

BUDGET PERIOD:

BEGINNING July 1, 1972 ENDING June 30, 1973

CHECK ONE BLOCK IN EACH COLUMN TO INDICATE PURPOSE FOR WHICH THIS FORM IS BEING PREPARED

- ☒ PROPOSED BUDGET SUMMARY
☐ ESTIMATED EXPENDITURE REPORT
☐ FINAL EXPENDITURE REPORT

- ☐
☐
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☐
☐

TITLE III OVERALL ADMINISTRATIVE COSTS
OVERALL TITLE III COSTS
LOCAL AND OTHER SUPPORTIVE COSTS
TOTAL COSTS; TITLE III, LOCAL, OTHER SUPPORTIVE COSTS

COMPONENT

PART I - EXPENDITURES (OTHER THAN CONSTRUCTION)

EXPENDITURE ACCOUNTS	FUNCTIONAL CLASSIFICATION	ACTIVITY	SALARIES			CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	OTHER EXPENSES	TOTAL EXPENDITURES	NEGOTIATED BUDGET
			Professional	Non-Professional	General							
1 ADMINISTRATION	100	1	10,238	5,763		3,500	1,500	1,325		1,275	23,601	
2 INSTRUCTION	200	2	33,329	8,252		1,800	6,620	3,700		2,300	56,001	
3 ATTENDANCE SERVICES	300											
4 HEALTH SERVICES	400											
5 PHYSICAL TRANSPORTATION SERVICES	500											
6 OPERATION OF PLANT	600											
7 MAINTENANCE OF PLANT	700											
8 FIXED CHARGES	800		4,357	1,402							5,759	
9 FOOD SERVICES	900											
10 STUDENT BODY ACTIVITIES	1000											
11 COMMUNITY SERVICES	1100		2,527	352		50	680	630		100	4,339	
12 MODELING OF COSTS												
13 TOTAL MORE TRANSPORTATION (ENTER IN PART 9)												
14 CAPITAL OUTLAY (EQUIPMENT ONLY)	1200								300		300	
TOTAL			50,451	15,769		5,350	8,800	5,655	300	3,675	90,000	
15 NEGOTIATED BUDGET												

DEPARTMENT OF HEALTH, () YOUTH AND WELFARE
OFFICE OF EDUCATION
INSTRUCTION, S.C. 1100

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

Title III, Elementary and Secondary Education Act of 1965 - Supplementary Centers and Services Program
Section 306, P.L. 91-230

(NOTE: Please read the attached instructions before completing this form)

AGENCY'S NAME & ADDRESS: Cedar Rapids Community School District, 346 Second Avenue S.W., Cedar Rapids, Iowa		STATE: Iowa
PROJECT NUMBER 71-7048	GRANT NUMBER OEC- 0-71-1733 (290)	BUDGET PERIOD: BEGINNING July 1, 1972 ENDING June 30, 1973

CHECK ONE BLOCK IN EACH COLUMN TO INDICATE PURPOSE FOR WHICH THIS FORM IS BEING PREPARED

☐ PROPOSED BUDGET SUMMARY
☐ ESTIMATED EXPENDITURE REPORT
☐ FINAL EXPENDITURE REPORT

COMPONENT

☐ TITLE III OVERALL ADMINISTRATIVE COSTS
☒ OVERALL TITLE III COSTS
☐ LOCAL AND OTHER SUPPORTIVE COSTS
☐ TOTAL COSTS; TITLE III, LOCAL, OTHER SUPPORTIVE COSTS

PART I - EXPENDITURES (OTHER THAN CONSTRUCTION)

EXPENSE CLASSIFICATION											
EXPENDITURE ACCOUNTS		ACTIVITY NO.	SALARIES		CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	OTHER EXPENSES	TOTAL EXPENDITURES	NEGOTIATED BUDGET
FUNCTIONAL CLASSIFICATION			PROFESSIONAL	NON-PROFESSIONAL							
1	1	1	3	4	1	1,500	1,325	0	1,275	23,601	0
1	1	100	10,238	5,763	3,500	1,500	1,325				
2	2	200									
3	3	300									
4	4	400									
5	5	500									
6	6	600									
7	7	700									
8	8	800									
9	9	900									
10	10	1000									
11	11	1100									
12	12	1200									
13	13	1300									
14	14	1400									
15	15	1500									
16	16	1600									
17	17	1700									
18	18	1800									
19	19	1900									
20	20	2000									
21	21	2100									
22	22	2200									
23	23	2300									
24	24	2400									
25	25	2500									
26	26	2600									
27	27	2700									
28	28	2800									
29	29	2900									
30	30	3000									
31	31	3100									
32	32	3200									
33	33	3300									
34	34	3400									
35	35	3500									
36	36	3600									
37	37	3700									
38	38	3800									
39	39	3900									
40	40	4000									
41	41	4100									
42	42	4200									
43	43	4300									
44	44	4400									
45	45	4500									
46	46	4600									
47	47	4700									
48	48	4800									
49	49	4900									
50	50	5000									
51	51	5100									
52	52	5200									
53	53	5300									
54	54	5400									
55	55	5500									
56	56	5600									
57	57	5700									
58	58	5800									
59	59	5900									
60	60	6000									
61	61	6100									
62	62	6200									
63	63	6300									
64	64	6400									
65	65	6500									
66	66	6600									
67	67	6700									
68	68	6800									
69	69	6900									
70	70	7000									
71	71	7100									
72	72	7200									
73	73	7300									
74	74	7400									
75	75	7500									
76	76	7600									
77	77	7700									
78	78	7800									
79	79	7900									
80	80	8000									
81	81	8100									
82	82	8200									
83	83	8300									
84	84	8400									
85	85	8500									
86	86	8600									
87	87	8700									
88	88	8800									
89	89	8900									
90	90	9000									
91	91	9100									
92	92	9200									
93	93	9300									
94	94	9400									
95	95	9500									
96	96	9600									
97	97	9700									
98	98	9800									
99	99	9900									
100	100	10000									
101	101	10100									
102	102	10200									
103	103	10300									
104	104	10400									
105	105	10500									
106	106	10600									
107	107	10700									
108	108	10800									
109	109	10900									
110	110	11000									
111	111	11100									
112	112	11200									
113	113	11300									
114	114	11400									
115	115	11500									
116	116	11600									
117	117	11700									
118	118	11800									
119	119	11900									
120	120	12000									
121	121	12100									
122	122	12200									
123	123	12300									
124	124	12400									
125	125	12500									
126	126	12600									
127	127	12700									
128	128	12800									
129	129	12900									
130	130	13000									
131	131	13100									
132	132	13200									
133	133	13300									
134	134	13400									
135	135	13500									
136	136	13600									
137	137	13700									
138	138	13800									
139	139	13900									
140	140	14000									
141	141	14100									
142	142	14200									
143	143	14300									
144	144	14400									
145	145	14500									
146	146	14600									
147	147	14700									
148	148	14800									
149	149	14900									
150	150	15000									
151	151	15100									
152	152	15200									
153	153	15300									
154	154	15400									
155	155	15500									
156	156	15600									
157	157	15700									
158	158	15800									
159	159	15900									
160	160	16000									
161	161	16100									
162	162	16200									
163	163	16300									
164	164	16400									
165	165	16500									
166	166	16600									
167	167	16700									
168	168	16800									
169	169	16900									
170	170	17000									
171	171	17100									
172	172	17200									
173	173	17300									
174	174	17400									
175	175	17500									
176	176	17600									
177	177	17700									
178	178	17800									
179	179	17900									
180	180	18000									
181	181	18100									
182	182	18200									
183	183	18300									
184	184	18400									
185	185	18500									
186	186	18600									
187	187	18700									
188	188	18800									

NOTE: Supplementary schedules for Proposed Budget Summary, Title III Overall Administrative costs and the four project components have been revised for the second year of operation and are included with this proposal.

4/27/72

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6. Local Commitment. The Cedar Rapids Community School District is committed to a comprehensive program of staff development through a combination of short-term and ongoing in-service opportunities. Generally, however, the district has not been in a position to allocate substantial resources to the development of courses, seminars, and workshops. Rather, in-service activities have been organized so as to draw on already existing competencies and staff experience. Recognizing the critical need for expanded teacher in-service in reading and aware that little or nothing has yet been offered to volunteer tutors or to parents, this project was conceived to allow sufficient development effort to produce a program that can be maintained at reasonable cost and maximum effectiveness. The capability of this district to deal effectively with short and long-term staff development needs is best illustrated by a brief description of the current in-service program.

The Cedar Rapids commitment to teacher training as a career-long process is evidenced by the resources allocated to staff development. More than \$200,000 is budgeted annually to the in-service function to operate a variety of programs. In addition, the in-service effort is headed by a director-level administrator and carried out by a staff of sixteen coordinators and project leaders along with an ever-increasing number of lead teachers. The proposed staff development program for teachers of reading will be accommodated by one or more of the programs described below and will necessitate no new organizational structure.

Released Time Program. Substitute teachers are provided for staff members to receive training, conduct visitations, or attend meetings to develop curriculum or teaching process. This part of the in-service program is designed for great flexibility, making it possible to encompass

much of the proposed staff development activity for reading teachers.

There are two major advantages to a program which releases teachers for non-teaching duties during contracted time: 1) an opportunity is gained to provide training prior to and during the implementation of new curricular materials or teaching processes, and 2) it is possible to take advantage of some of the best thinking available in the planning of staff development programs and curriculum changes. It is clear that for a school system to maximize its effectiveness for children it must provide structured opportunities for teachers to share in thinking through problems which manifest themselves in the classroom. The released time program provides such a structure.

Training Units. One of the high priority objectives of the Cedar Rapids schools is improved functional competency in reading. Of the several strategies agreed upon to reach this objective, the one which has produced the most immediate effect prior to the current proposal is the program that has come to be termed the Primary Training Unit. Now nearing the first full year of implementation, the training unit concept involves the identification and selection of one superior primary teacher to serve as a unit leader for four to eight new teachers at the same grade level. The unit meets together during the pre-school workshop and monthly during the school year. In addition, members of each unit are provided with released time to permit half day visits in the unit leader's room and visits by the unit leader to each of the new teachers' rooms. Unit leaders meet with the district's primary specialist to receive training and maintain a coordinated program.

Professional Credit Program. The central purpose of the Professional Credit In-Service Program is to provide opportunities for in-depth study of problems or issues identified as worthy of study by committees whose task

it is to research the staff development needs of the district. Courses and seminars of varying lengths are conceptualized and planned by one of eight standing committees, then offered to the teachers of the district as an optional in-service activity. Approximately thirty-five courses are offered each year.

Courses selected for inclusion in the in-service curriculum are designed to provide knowledge and/or experience which will bear directly upon the goal of improving instruction. It is not the function of this program to write or to evaluate curriculum. Tasks that can best be accomplished through an extended assignment or mini-grant (explained on the next page) are not deemed appropriate for course activity in the Professional Credit program. Rather, an attempt is made to present opportunities for study of specific instructional techniques or content. An overriding goal is the presentation of material which can be used directly in the teaching task.

Perhaps the most important of the criteria used in determining the final program of courses is balance. An attempt is made to judge equally the needs of elementary and secondary teachers, to provide both content and process oriented activities, and to offer opportunities for general professional growth as well as for the acquisition of specific skills and abilities.

In-Service Days. Teacher contracts in the Cedar Rapids district are for 190 days of service, 180 of which school is in session. Of the remaining ten days, four are taken by the annual pre-school workshop in August, leaving six Fridays which are designated as In-Service Days. Spread throughout the school year, these are days on which no classes are held and on which staff development programs are scheduled, either on a district-wide basis, by subject matter or grade level, or within a single building.

Building In-Service. Curriculum coordinators stand ready to assist the building principal or department chairman in the development of in-service activities for individual teachers, departments, clusters or entire building staffs. Major responsibility for in-servicing building staffs, however, rests with the building principals.

Extended Assignment and Mini-Grant Programs. Extended Assignment is the name given to the procedure by which teachers are employed during vacation periods to carry on curriculum building or staff development projects which have potential for district adoption. Proposals are channeled through the Department of Curriculum and Instruction and projects are funded on the basis of district priorities and objectives.

In addition to the Extended Assignment with district implications, each building principal administers a smaller but similar fund which is made available for the exclusive use of teachers, in an individual building, who wish to carry on projects for use in that building. This is the Mini-Grant Program.

Special Projects. This is a catch-all category, encompassing such broadly diverse staff development activities as the Croft Reading In-Service, participation by teachers in conferences or workshops conducted by universities or commercial firms, holiday seminars, and state or national meetings of professional organizations.

B. Installation and Operation.

1. Installation.

a. Project Time Line.

A time line showing dates for key project events will be drawn up after staff meetings in May are held to establish schedule of in-service.

A chart will be presented (Figure VI) displaying these events in their general relation to the components of the project.

Figure VI (See page 57-a)

COMPONENT

Second Year

1972-73

Third Year

1973-74

1.0 Staff Development

Analysis of Cadre attrition and Required Rebuilding Program
Modification of Tutor Support Services
Continuation of Second-level Cadre Training Program (emphasis on use of computer support and parent outreach activities)
Comprehension skills

Analysis of Minimum Maintenance Program (to levels of 1972-73 phase)

2.0 Instructional Systems

Expansion of Computer Support System (ERIC-type access and analysis)
Expansion either to area demonstration centers or to minimum building-level resource centers.

Total Implementation of CSS
Total Implementation of either Area Demonstration Centers or Minimum Building-level Centers

3.0 Community Involvement

Continuing Modification of PBCAC.

Continuing Modification of PBCAC.

4.0 Project Management

Assignment of Administrative Assistant to Project

Phasing Out of Administrative Assistant and Return to original level of District Management.

RELATED
(non-Title III funds)

Pilot of Computational Skills Program
Using Project BASIC Model

Pilot of Inquiry Skills Program
Using Project BASIC Model

b. Project Staffing.

(1) Organization Chart. The Project BASIC Organization Chart, Fig. 8 , depicts the positions and relationships of all key personnel in the project organization. In the interest of clarity, this chart shows only project organization; the positions and relations of project personnel to the administrative and supervisory staff of the Cedar Rapids Community Schools is shown in Fig. 17.

The solid lines shown in Fig. 8 indicate normal line supervision and imply, for example, that the Project Office staff personnel operate under the line supervision of the Project Director for the duration of the project. The dotted lines imply project direction and communication between the Project Office and key project personnel operating under the supervision of their normal line organization supervisor.

As shown in Fig. 8 , the project organization and management methods to be employed on the project are based on the program management concepts widely used in the management of defense and space programs, modified as necessary for the effective management of educational development projects. Similar to the commonly used "matrix" form of program organization, the project organization employs a strong Project Office group under the direct supervision of the Project Director, supported by key personnel in various organization in the Educational Service Center and in the schools performing efforts on the project.

The Project Office is headed by the Project Director, who is responsible to the administration of the Cedar Rapids Community School District for the effective performance of the project and who will serve as the primary point of contact with the U.S. Office of Education

and the State of Iowa, Department of Education, Title III officer regarding the management and performance of the project.

Business, financing, and legal aspects of the project will be administered by the Administrative Assistant for General Administration and Federal Programs, who will be responsible for receiving and administering the grant and for the preparation and submission of monthly and quarterly expenditure reports.

Key personnel from the Department of Curriculum and Instruction will be assigned to the Project Office to operate under the direct line supervision of the Project Director for the duration of the project to provide assistance in the integrated planning and control of the project in the areas of staff development, instructional systems, and community involvement. The evaluation and independent audit functions will be the direct responsibility of the Project Office.

Because a number of key project personnel will remain attached to their normal functional organizations in the Educational Service Center and the participating schools, it is essential that a participative mode of management and leadership be employed by the Project Director and the Project Office staff. This implies specific involvement of both key personnel and their supervision in the planning and control of the project to assure their continued commitment to and support of project objectives.

(2) Staff Assignments. As indicated, all key personnel assignments have been tentatively completed except for the assignment of the Community Agent in the Project Office and the Lead Teachers in the Demonstration Staff and in participating public and non-public schools.

(3) Staff Qualifications All key personnel have been selected for the capabilities for performing the project effort as indi-

cated in the Work Breakdown Structure, Fig. 27. Project personnel will be released from their normal duties to the extent required to permit them to devote either full or part-time effort to the project as planned and required. Replacement personnel have or will be secured to prevent project personnel from being distracted from the objectives of the project by other duties and to insure the ongoing district program will not be diluted. Representative job descriptions are included in Fig. 9, 10, 11, and 12.

(4) Administrative Training. No specific training of administrative staff has been necessary during the development phase of the project. However, specific training in program and project management methods will be conducted by a management consultant for all administrators and lead staff associated with the project.

POSITION DESCRIPTION

POSITION TITLE: Elementary Reading Specialist

PURPOSE OF POSITION: Under the supervision of the Project Director to improve instruction in reading at the elementary school level, particularly in the primary grades

PRINCIPAL DUTIES: Provide extensive in-service training in reading for appropriate staff members
Develop the Demonstration Center program for project BASIC

PREPARATION, EXPERIENCE, SKILLS:
Masters' degree (minimum) with major emphasis in reading
Teaching experience in the primary grades
General knowledge of elementary school curriculum
Demonstrated ability to work with professional staff

SALARY: Classroom teachers' schedule 1971-72 adjusted for length of work year and a per diem basis

Figure 9.

POSITION DESCRIPTION

POSITION TITLE: Community Agent, Project BASIC

PURPOSE OF THE POSITION: Through the Project Director and the Project Staff to schedule and hold meetings with parents to establish positive relationships and develop channels to feed back constructive information for Project modification.

TYPICAL DUTIES: Conduct educational meetings for individual parents and parent groups.
Collect and make available to teachers essential information about individual students' home environments.
Help classroom teachers expand their knowledge about the relationship of their activities to the child's home environment.
Assist Project Staff in the coordination and scheduling of trained volunteers' services to Project BASIC cadre members in individual schools.
Make recommendations to Project Staff for modification of volunteers' training to fit students' needs.

EDUCATION AND SKILL REQUIREMENTS:

Bachelor's Degree
State certification in elementary education with experience in primary grades.
Experience in working with and relating to adults from varied backgrounds.

CLASSIFICATION: As appropriate under 1971-'72 Certificated Staff Salary Schedule.

Work Year: October 1971 through June 1972
Benefits: Sick leave, workmen's compensation, family illness leave, bereavement leave, emergency leave, personal leave, and District-paid insurance programs.

QUALIFIED AND INTERESTED CANDIDATES SHOULD CONTACT:

Director of Personnel Services
Educational Service Center
346 Second Avenue S.W.
Cedar Rapids, Iowa
Phone: 398-2421

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POSITION DESCRIPTION

POSITION TITLE: Secretary to Project BASIC Office

LOCATION: Demonstration Center (undetermined)

PRINCIPAL DUTIES: Accomplish the secretarial and clerical work for the office of Project BASIC
Usual administrative office responsibilities
Statistical work in relation to the evaluation of the project

PREPARATION, EXPERIENCE, SKILLS:
High school graduate, some college or business school preferred
High level secretarial skills
Pleasant personality, nice telephone voice and manner
Ability to handle minor public relations calls and transmit to proper channels with minimum supervision after training.

SALARY: Group F. Beginning salary \$2.27 to \$2.57 dependent upon experience

WORK YEAR: Twelve months

EMPLOYMENT DATE: Immediately

Figure 10.

POSITION DESCRIPTION

POSITION TITLE: Teacher Associate I

PURPOSE OF THE POSITION: To assist in the performance of supervisory and instructional tasks that have been initiated or suggested by the teacher. Serves as a teacher under the guidance of a teacher.

TYPICAL DUTIES: Under the guidance of the teacher, performs:
 . individual instruction
 . small group instruction
 . large group instruction
Gives follow-up presentation of the teacher's lesson.
Assists in T.V. instruction (teacher not necessarily present.)
Supervises or monitors the room in the absence of the teacher.
Assists in lesson development.
Assists in material preparation.
Drills pupils for maintenance of skills.

EDUCATION AND SKILL REQUIREMENTS:

Four years of college credit.
Possess a state certificate.
Possess a strong interest in major field of college endeavor.
Minor college field helpful.
Enjoy working with children.

CLASSIFICATION:

Group H Salary: \$2.70 - \$4.00

Work year - 180 days
Benefits - Sick leave, workmen's compensation, family illness leave, bereavement leave, emergency leave, and personal leave.
Paid holidays: Labor Day, Veteran's Day, Thanksgiving Day and following Friday, Christmas Day, New Year's Day, Washington's Birthday, Good Friday, Memorial Day.

Figure 11.

POSITION DESCRIPTION

POSITION TITLE: Teacher Associate II

PURPOSE OF THE POSITION: To supervise pupils on a monitorial or service basis not necessarily in the presence of a certificated teacher or administrator.

TYPICAL DUTIES:

- Provide individual instruction when directed by teacher.
- Provide small group instruction when directed by teacher.
- Assist in laboratory work.
- Assist in T.V. instruction (teacher present).
- Test tabulation and item analysis.
- Make instructional devices.
- Prepare instructional material.
- Monitor study halls.
- Monitor hallways.
- Monitor detention rooms.

EDUCATION AND SKILL REQUIREMENTS:

- Sixty semester hours of college credit.
- Possess a state certificate.
- Enjoy working with children.
- Major field of interest helpful.

CLASSIFICATION: Group F Salary \$2.30 - \$3.42

Work year - 180 days
Benefits - Sick leave, workmen's compensation, family illness leave, bereavement leave, emergency leave, and personal leave.
Paid Holidays: Labor Day, Veteran's Day, Thanksgiving Day and following Friday, Christmas Day, New Year's Day, Washington's Birthday, Good Friday and Memorial Day.

Figure 12.

c. Facilities, Materials, and Equipment.

(1). Facilities. All activities of the proposed project will be conducted in presently existing facilities. The site of the Demonstration Center will be selected upon approval of the formal proposal. Two or three adequate sites are available and final selection will depend on the following factors: 1.) availability of a one or two-room complex for the skills center staff; 2.) availability of an instructional materials center at the demonstration site; 3.) ease of community access, including distance to established bus routes and to anticipated tutorial staff (for example, Mt. Mercy and Coe Colleges, senior citizens' residence, and secondary schools), as well as to the Educational Service Center in which many of the administrative or management activities of the project will be centered and where most of the staff displayed in the Project BASIC Organization Chart, Figure VIII, is already housed. Facilities in the Educational Service Center include data processing, accounting, purchasing, and production, as well as the normal staff of the Department of Curriculum and Instruction through which the local district will make a major contribution to the support of the project.

(2). Materials. No major materials and equipment purchases are anticipated either for the project or for the administration of the project. Because the facilities and equipment are already in existence, no problems are anticipated with respect to the development of the project. Many of the materials and supplies which will be available in the Demonstration Center and will be a contribution of the local district, have already been ordered and are on hand for use. The amount budgeted for materials has been substantially reduced and provides only for acquiring new materials which may show promise. Representative samples of available material lists are presented in Figures XIII-XVI.

The proposed three-year program anticipates the exploration of various instructional systems in the Demonstration Center. As mentioned in the first-year proposal, some possibilities for computer-managed instruction have been considered. A modest amount has been budgeted for a pilot remote computer terminal to be used during the last nine-week phase of the second project year.

SUPPLEMENTARY BOOKS

9	Poems for Galloping	2	Baby Elephants
7	Round as a Pancake	1	Mr. Jolly's Sidewalk Market
10	A Day With Pets	2	Three Little Dachshunds
12	Children of the World say "Good Morning"	1	Five is Five
9	Good Morning, Mr. Sun	1	What Is Big
5	Let's Talk about the World	1	You Can Find a Snail
4	Old Mother Goose	1	Three Billy Goat Gruffs
4	Joey Kangaroo	12	The Alphabet Tale
3	The House that Jack Built	9	A is for Annabelle
7	Poems for Counting	1	The ABC Hunt
4	To Know a Tree	7	Wildsmith's ABC
5	The Sun is a Star	8	Lears Nonsense Alphabet Book
2	Going Up, Going Down	11	Hop an Pop
10	The River	4	Dr. Seuss's ABC
5	Birds in the Wintertime	3	Red Fox and His Canoe
11	Makers of Boxes	2	Case of Hungry Stranger
43	All Kinds of Neighbors	3	Happy Birthday
20	Good Night Mr. Beetle	3	The Secret Three
6	Lets Take a Walk	5	Hurry Hurry
8	Poems for Weather Watching	3	The Cat's Meow
21	One-Two-Three-Four	2	Little Runner on Longhouse
10	A Cat	2	Little Chief
20	Daddy is Home	2	Julius
2	Old Woman and the Pig	2	Soldiers and Sailors
2	At Home on the Ice	3	Little Bear's Visit
2	Here Comes Jimmy	2	Little Bear's Friend
1	Capt Murphy's Tugboat	2	No Fun'n' Business
1	Big Frog Little Frogs	1	Father Bear Comes Home

FILMSTRIPS

372.41	Initial Consonants B S M F T
372.41	Initial Consonants C W R H G
372.415	Initial Consonants P L D N J
372.415	Initial Consonants K V Y Z Q X
372.415	Rhyming Endings
372.415	Consonant Blends
372.415	Plural, Possessive and Compound Words
372.415	Final Consonants
372.415	Learning Letter Sounds B C D F G H J K M N P R S T V W Y CH TH SH WH

McGraw-Hill

FS-18	Hearing Sounds In Words
FS-19	Consonant Sounds
FS-20	Tricky Consonant Sounds
FS-21	Long Vowel Sounds
FS-22	Letters which Work Together
FS-23	Studying Long Words
FS-24	Letter Sound F
FS-25	Single Letter Sounds L T F C S B D
FS-26	More Single Letter Sounds
FS-27	Sounds In Rhymes W B K Q X Y Z
FS-28	Two Letter Sounds
FS-29	More Sounds In Rhymes

The Sound of Initial Consonant "M"
The Sound of Initial Consonant "P"
The Initial Sound of the Short "A"
The Sound of Initial Consonant "T"
The Sound of Initial Consonant "C"
The Short Sound of "A"
The Sound of Initial Consonant "F"
The Sound of Initial Consonant "D"
The Sound of Initial Consonant "G"
The Sound of Initial Consonant "B"
The Sound of Initial Consonant "S"
The Sound of Initial Consonant "L"
Single Consonants (adding q, x, z) Initial & Final, Using Words With Short a, i, u
All Short Vowels: Discrimination Between a, e, i, o, u
Discovering Rule for Long Vowel Sound
Diagrams: (Twin Consonants), Initial and Final, Words with Short a, i,
Discovering Rule for Short Vowel Sound
Double Vowels and Rules that Apply
The Short Sound of "O"
The Long Vowel Sounds
Short and Long Vowel Sounds, Using All Skills Learned
The Short Sound of "E"
Working with Vowel Sounds Through Perception

TAPE RECORDING

TR 1302 - 1306	Aesop's Fables	Animals
TR 1206	Alphabet, Beginning Consonant Sounds	
TR 1146	Amy's Doll	Dolls
TR 1145	Angelo Goes To The Carnival	
TR 1128	Animals Do The Strangest Things	Animals
TR 1167	Angus and the Cat	Dogs
TR 1121	At Daddy's Office	
TR 1152	Atuk	Eskimo
TR 3112 - 3121	Auditory Discrimination Lessons 1, 2 Lessons 3, 4 Lessons 5, 6 Lessons 7, 8 Lessons 9, 10 Lessons 11, 12 Lessons 13, 14 Lessons 15, 16, 17 Lessons 18, 19, 20 Lessons 21, 22, 23	
TR 1157	Barto Takes The Subway	
TR 2719	The Best Burro	
T 1757	Biggest House In The World	Snails
T 1772	The Bike Lesson	
T 1770	Black and White	
TR 1125	Bonhomme	
TR 1158	Bright Barnyard	Animals
TR 1122	The Calico Jungle	Animals
TR 1421	Case of the Cat's Meow	Cats
T 1898	The Cask of Amontillado	
T 1759	Cathy's First School	
TR 1156	Cinderella	
TR 1129	Cindy's Snowdrops	
TR 1174	The Cow Who Fell In The Canal	

PHONODISC

PR 11	Angus and the Cat	Dogs
PR 18	Angus Lost	Dogs
PR 12	All Aboard the Train	Locomotives - Railroads
PR 149	Activity Songs For Kids	
PR 71	The Big, Big Box	
PR 15	The Cow Who Fell In The Canal	Cows
PR 13	Do Baby Bears Sit In Chairs?	Animals
PR 17	The Day Daddy Stayed Home	
PR 135	Dinosaurs - Stories	Dinosaurs
PR 72	Fish For Breakfast	
PR 117	Folk Songs	
PR 16	Georgie	Ghost Stories
PR 76	Georgie To The Rescue	
PR 70	Georgie And The Magician	
PR 73	The Little Island	
PR 74	The Man Who Didn't Wash His Dishes	
PR 14	One Horse Farm	Horses
PR 161	1, 2, 3 and A Zing Zing Zing	
PR 75	Peter's Long Walk	
PR 5	Pudgy, The Beaver	
PR 78	Penguin's	
PR 77	Rosa - too-little	
PR 139	Sounds Of The Sea, Vol. 1	
PR 150	Milne, A.A.	
PR 252	Songs of the Humpback Whale	Whales
PR 210-225	Singing	
PR 226-229	Singing Games	
PR 140	Sounds of Sea Animals	Marine Animals
PR 19	World Full of Horses	Horses

2. Operation.

a. District Organization. As indicated by the Project BASIC organization chart, Fig. 8 , page 63, the Project Director reports to the Executive Director of Curriculum and Instruction. Other relationships to the administrative structure of the school system are shown in Fig. 17.

b. Project Support. In order to assure that the project receives adequate support from the school system for the performance of the project, the following steps either have been or will be taken.

- * - Key personnel have been assigned to the line supervision of the Project Director to assure integrated planning and control of the project.
- * - Key personnel not under the line supervision of the Project Director and their supervisors have been involved in the planning of their project effort so as to assure their commitment to the success of the project.
- * - Project progress will be monitored and communicated with appropriate school district administrative personnel to assure their continued knowledge of project progress and support of the project. Specifically, Management Review Briefings will be presented on a monthly schedule to either the Superintendent's Cabinet or the General Council. These briefings will be made by key project personnel who will report on their objectives, status of effort, problem areas, and corrective action.

c. Authority. Authority for the employment of personnel and authorization of expenditures within the constraints of the project budget has been given to the Project Director.

d. Corrective Action. Specific systems of monitoring project progress and the achievement of progress objectives will be implemented to provide the Project Director and other administrative personnel with maximum "project visibility," so that problem areas can be detected at the earliest possible time and prompt and effective corrective action taken. Corrective action will normally be taken by group problem-solving methods involving both Project Office staff and other key personnel and administrators. It is a prime responsibility of the Executive Director of Curriculum and Instruction to assure that the Project Director receives the full support of the resources of the school system in the resolution of problems and the application of corrective action.

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Fig. 17 Organization Chart

C. Communication. The purposes of the communication system are to provide an efficient and economical method for communicating with the public (internal and external), and to develop an awareness of and interest in Project BASIC, and to stimulate appreciation and support for the initiative of the school district and its commitment of resources to the project. To fulfill these functions the communication system must be capable of collecting information, processing information, and distributing information.

1. Internal Communication. The internal public (district employees and school board) will receive information via both regular and special system-wide communication channels. Five different, regular periodic house organs -- two general and three aimed at specific sub-publics -- will carry progress reports and feature stories. Special Project BASIC bulletins will announce extraordinary and timely developments and promote verbal, written, or oral feedback to project staff.

A simple and convenient method for contributing information or raising questions relative to Project BASIC will be available to all members of the staff and community through a 24-hour access to a telephone recording system - BASIC Hotline, 398-2158. Information or questions concerning Project BASIC may also be mailed to the following address: Project BASIC, Educational Service Center, 346 2nd Avenue S.W., Cedar Rapids, Iowa, 52402.

All questions and suggestions received either on the Hotline or by letter, will be carefully processed. Preliminary plans call for abstracting and coding information items by punching the proper holes on McBee key-sort cards - indicating sender, subject matter, and intended recipient. Abstracts of all information items will be placed on key-sort cards and filed by using serial reference numbers. Complete

records of all information items will be stored either on audio tape or printed form in the Teaching Resource Center and will be available to any staff member or person in the community upon request.

Questions called in will be recorded on a phone message from and referred to the proper resource person who will research the question and obtain the best available answer. Persons receiving telephone referrals will relay answers to the questioning party by a personal call, when possible. Anonymous questions will be reviewed by the Project Director and when deemed worthy of attention will be discussed in a monthly newsletter.

In addition, through the dial access system, BASIC Update, 398-2757, will provide all project staff access to short weekly tapes containing abstracts and current informational items about Project BASIC. Complete reports will be sent only if requested by an individual.

A final means of communicating project information among the project staff and between project staff and other school system personnel will be the Management Review Briefing (page 74). Reports from all components and personnel on the project will facilitate the coordination and integration of project effort.

2. Dissemination. The external public, which is, for practical purposes, synonymous with the "general public", will receive information, including encouragement to provide feedback, through the mass media. Public presentations to the Board of Education will include recommendations, progress reports, and normally will receive press, radio, and television coverage.

The regular communication channels of the system-wide Community Council of parents, teachers, and students will be utilized to communicate with the parent public, that segment of the general public which might reasonably be expected to exhibit the most personal and immediate interest in the project. Interested people in the community will also have access to both BASIC Update and BASIC Hotline (See above).

D. Evaluation.

1. Evaluation Design. The basis for evaluation in this project is a dynamic one emphasizing rational decision making. Planning for the project has emphasized flexibility in program structure of content procedures. In fact, these have been carefully established by relying on baseline data, conceived prior to the project proposal, and gathered through on-going district evaluation. The emphasis here is that the project planners recognize the needs for program monitoring during all phases. This monitoring should be based on alternative courses of action.

The program has been planned following these steps:

Baseline data has been used to determine school district needs.

Broad objectives (goals) have been developed to meet these needs.

A flexible program has been planned to meet the broad objectives.

An evaluation plan has been developed to provide information for making decisions about the program.

Initial program-planning recognized the need for a model for considering the various types of decision making during a program. The Stufflebeam CIPP model (See Figure 181) provided a basic structure for developing the evaluation plan. Evaluation in this model is defined as the process of providing information for making decisions. This definition is congruent with the dynamic concept of evaluation in this proposal.

As stated above, the basic steps included first of all a review of baseline data on hand to determine broad program objectives. This was followed by the development of

EVALUATION is the process of gathering useful information to ascertain relative values of competing alternatives comprising a decision situation.

		<u>Intended</u> ↓	<u>Actual</u> ↓
<u>Ends</u> →		CONTEXT EVALUATION serves <u>planning decisions</u> to determine objectives, specify major changes needed, and establish priorities.	PRODUCT EVALUATION serves <u>recycling decisions</u> to judge the relation of attainments to objectives and to determine whether to continue, terminate, or drastically modify an activity.
<u>Means</u> →		INPUT EVALUATION serves <u>structuring decisions</u> to design procedures to achieve the objectives—that is, to develop an action plan.	PROCESS EVALUATION serves <u>implementing decisions</u> to utilize, control, and refine procedures to carry through the action plan.

Figure 18. Variation of Stufflebeam CIIP Model.

This baseline data included:

Regular surveys, administered every six weeks, reporting the progress of first, second, and third grade students through the basal reading series.

Observations of student behavior conducted in primary classroom during scheduled reading periods.

In-depth sampling of behavioral objectives in reading, given to 200 first-graders.

Surveys asking first grade teachers to report the percentage of their class capable of accomplishing 36 selected reading behaviors.

Administration of the Gates-MacGinitie Reading Test to all first through fourth-graders.

Assessment of primary teachers' and principals' educational background in reading, through a survey of their college transcripts.

The project planners reviewed this data with reading teachers, principals, central office staff, and the Community Advisory Council to arrive at a set of program objectives. The many objectives planned for the project seemed to fall into three **broad** categories: (1) Pupils: improvement of reading skills, (2) Staff; development of greater facility in diagnostic teaching with increased provision for individual student needs, and (3) Management: field testing of a management prototype that might be used in the Cedar Rapids School system.

The Evaluation Model. Since evaluation in this model is the process of providing information for making decisions, and procedures may be altered in the light of experience, evaluation procedures are based on the four components of the CIPP model, as applied to the project.

X.

Context evaluation. Existing objectives of the Cedar Rapids reading program were reviewed. Analysis were made of degree of accomplishment of behavioral objectives in reading, and baseline data on reading achievement scores was gathered. Staff and community concerns about the reading programs were noted. Although much context evaluation has been done, it will continue during each phase of the project.

Input evaluation. A reading task force group spent several months evaluating information from recent literature on the reading process. A research-related card file was developed. Successful programs outside the district were discussed and evaluated in terms of their applicability in the Cedar Rapids system. Input evaluation will also be a continuous part of the project.

Process evaluation. On-going evaluation of all phases of the project will be conducted in order to monitor accomplishment of objectives, assess operational procedures in the light of experience, and make modifications necessary to facilitate the accomplishment of broad program objectives.

Task Work Statements (see page 135), will be prepared for all project task groups. These are cross-indexed with the Work Break-down Structure Matrix (page 134). Task group evaluation procedures will be based on a review of each Task Work Statement. The degree of accomplishment of individual tasks will be entered on the evaluation sheet. Where necessary, tasks may be revised to facilitate accomplishment of major project objectives.

Product evaluation. Performance will be assessed against expected outcomes and accomplishment of objectives. Costs and benefits of different program activities will be analyzed, and decisions will be made about the practicality of using the design as a prototype for other District programs.

The following diagram illustrates the interfacing of the four components during the course of the project. A timeline of major project activities is included for illustrative purposes. (See Figure XXI.)

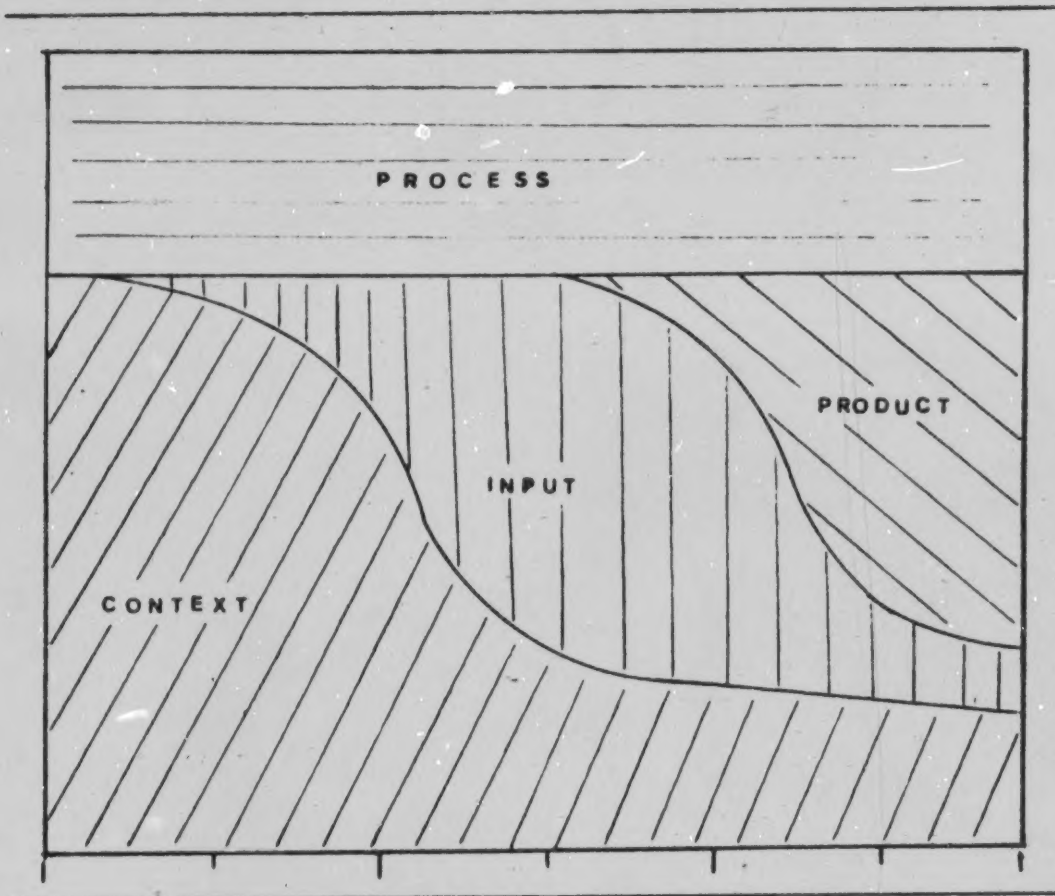


Figure XXI

As stated in the section Educational Program Audit, contractual arrangements for the second year audit have not been made at this time. Therefore, final agreement on the evaluation design is yet to be accomplished. This will be submitted in a formal pre-audit report to the District at a date yet to be determined, and to the United States Office of Education immediately thereafter.

The Evaluation Summary Chart, on the following pages, indicates the type of evaluation now planned for stated project objectives. Overall program objectives are stated, after which follows a list of the second year objectives outlined on page 86. Stated objectives are cross-indexed according to the key on page 35.

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EVALUATION/AUDIT PLAN SUMMARY CHART 1

Page One

Performance Objectives	Evaluation Measurement Techniques and Instruments ¹					Evaluation Data Collection Procedures ²		
	General Technique	Special Conditions	Name/Type Instrument ²	Data Instrument Available ³	Baseline Data	Target Group	Scheduled Date(s) ³	Person Responsible
Classify by Target/Operator Group								
1.1-0-01 (Composition of Building Cadre)	Log of Membership and Experience Rating Scale	All Cadre Teachers	Log	Sept. 1972	None	Cadre Tchrs.	Sept. 1972	Project Evaluator
1.1-0-02 (Relevance of In-Service)	Teacher Questionnaire	All In-Service Meetings	Rating Scale	Present	None	Cadre Leaders	As Needed	Project Evaluator
1.1-0-03 (Increased Awareness of Student Needs)	Individual Test	All First Grade Cadre Teachers	Questionnaire	Present	May, 1971	1st Grade Cadre Teachers	May 1973	Project Evaluator
1.1-0-03 (Increased Awareness of Student Needs)	Report	10% Random Sample of First Grade Students	In-depth Sampling of Behavioral Objectives	Present	May, 1971	1st Grade Students	May 1973	Project Evaluator
1.1-0-04 (Application of Instructional Techniques)	Questionnaire	Report on Techniques Used With Students Selected for In-Depth Study	Questionnaire	Sept. 1972	None	Lead Tchrs. For In-Depth Sample	Wkly. Begin. Oct. 1, 1972	Project Evaluator
1.1-0-05 (Teachers Use of Volunteers)	Questionnaire	Given to All Trained Volunteers	Questionnaire	Oct. 1972	None	Tchrs. With Trained Volunteers	May 1973	Project Evaluator

¹ Use appropriate codes to avoid duplication
² Describe in attachment
³ Place critical dates on Evaluation/Audit Time Line attachment

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EVALUATION/AUDIT PLAN SUMMARY CHART 1

Page One

Performance Objectives		Evaluation Measurement Techniques and Instruments ¹					Evaluation Data Collection Procedures		
Classified by Target/Operator Group	General Technique	Special Conditions	Form/Type Instrument ²	Date Instrument Available ³	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible	
1.1-1-01a (Composition of Building Cadre)	Log of Membership	All Cadre Teachers	Log	Sept. 1972	None	Cadre Teachers	Sept. 1972	Project Evaluator	
1.1-1-01b (Experience of Building Cadre)	Log of Membership	All Cadre Teachers	Log	Sept. 1972	None	Cadre Teachers	Sept. 1972	Project Evaluator	
1.1-1-01c (Building Cadre Membership)	Log of Membership	All Cadre Teachers	Log	Sept. 1972	None	Cadre Teachers	Sept. 1972	Project Evaluator	
1.1-1-02a (Teachers Advisory Committee)	Log of Membership and Experience	3 1971-72 Cadre Leaders, 3 Teachers/Over 2 Yrs. Exp., 3 Teachers/Under 2 Yrs. Exp., 1 Member-at-Large	Log	May 1972	None	Advisory Comm.	May 1972	Project Evaluator	
1.1-1-02b (Formation and Mtg. Schedule of Teachers Advisory Comm.)	Documentation	None	Log	Sept. 1972	None	Advisory Comm.	Sept. 1972	Project Evaluator	
1.1-1-02c (Formulation of In-Service, Evaluation, and Needs Assessment)	Minutes of Mtg.	None	Log	May 1972	None	Advisory Comm.	To Be Determined	Project Evaluator	

¹ Use appropriate codes to avoid duplication² Describe in attachment³ Place critical dates on Evaluation/Audit Time Line attachment

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EVALUATION/AUDIT PLAN SUMMARY CHART 1

Page One

Performance Objectives	Evaluation Measurement Techniques and Instruments ¹					Evaluation Data Collection Procedures		
	General Techniques	Special Conditions	Name/Type of Instrument ²	Date Instrument Available	Baseline Date	Target Group	Scheduled Date(s) ³	Person Responsible
1.1-1-02d (Personalization of 1971-72 Cadre Leader In-Service)	Documentation	1971-72 Cadre Ldr. Chosen to Participate During 1972-73	Log	Oct. 1972	None	1971-72 Cadre Ldr. in 1972-73	To Be Determined	Project Evaluator
1.1-1-03 (Increased Awareness of Student Needs)	Tchr. Question. Individual Tests	All 1st Grade Cadre Teachers Sample of 1st Grade Students	Questionnaire In-Depth Sampling of Behavior Objectives	Present Present	May, 1971 May, 1971	Project 1st Grade Cadre Teachers 1st Grade Students	May, 1973	Project Evaluator
1.1-1-04 (Recommendation of Instructional Technique)	Documentation	Techniques to be Used with Students Selected for In-Depth Study	Log	Sept. 1972	None	Project Staff	As Needed	Project Evaluator
1.1-1-05 (Orientation Session for Teachers About Volunteers)	Documentation of Attendance	None	Log	Sept. 1972	None	Tchrs. With Trained Tutors	To Be Determined	Project Evaluator

¹ Use appropriate codes to avoid duplication² Describe in attachment³ Place critical dates on Evaluation/Audit Time Line attachment

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EVALUATION/AUDIT PLAN SUMMARY CHART 1

Page One

Performance Objectives	Evaluation Measurement Techniques and Instruments ¹				Evaluation Data Collection Procedures		
	General Techniques	Special Conditions	Instrument ²	Data Available	Baseline Data	Target Group	Scheduled Date(s) ³ Person Responsible
Classify by Target/Operator Group							
1.2-0-01 (Volunteer Tutor Knowledge of Philosophy and Method)	Questionnaire	None	Questionnaire	Oct., 1972	None	Volunteers	May 1973 Project Evaluator
1.2-0-02 (Volunteer Work in Schools)	Documentation	None	Log	Present	None	Volunteers	Monthly Project Community Agent
1.2-1-01 (Volunteer Training and Competency)	Log of Atten. Rating Scale	None None	Log Rating Scale	Present Present	None May, 1972	Volunteers Volunteers	End of Project Community Agent Teachers May, 1973
1.3-0-01 (Parents' Increased Awareness of Rdg. Activities)	Questionnaire	All Parents of Center Students Random Sample of Non-Respondents	Questionnaire	Present	Pre-Test at Beg. of Project Phase	Parents	Fall 72 to May 73 Project Evaluator / Community Agent
1.3-1-01a (Parent Conferences)	Log of Conference	None	Log	Present	None	Parents	Fall 72 to May 73 Project Staff
1.3-1-01b (Communication System)	Logs and Reports	Counter on Dial-Access and Hotline Cards	Counter and Keysort Cards	Present	1971-72 Parent Calls	Parents	Monthly Beg. July 1, 1972 Project Evaluator

¹ Use appropriate codes to avoid duplication² Describe in attachment³ Place critical dates on Evaluation/Audit Time Line attachment

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EVALUATION/AUDIT PLAN SUMMARY CHART 1

Page One

Performance Objectives	Evaluation Measurement Techniques and Instruments ¹				Evaluation Data Collection Procedures ²		
	General Technique	Special Conditions	Name/Type Instrument ³	Data Instrument Available	Baseline Data	Target Group	Scheduled Date(s) ³ Person Responsible
Classify by Target/Operator Group 1.3-1-01c (Recruitment and Activities of Volunteer Representatives)	Documentation	Representative(s) From Each Triad	Log	Sept. 1972	None	Volunteer	Mon. Beg. Oct. 30 1972 Project Community Agent
1.3-1-01d (Recruitment of Volunteers in Comm. Advisory Council)	Documentation	Representative(s) From Each Triad	Log	Sept. 1972	None	Volunteer	Oct. 30 1972 Project Community Agent
2.1-0-01 (Duration and Location of Center Operation)	Documentation	Ad Hoc Skill Group Schedule	Log	Sept. 1972	None	Center Staff	Wkly. Beg. Sept. 25 1972 Project Evaluator
2.1-0-02 (Pupil Growth in Word Attack Skills)	Criterion-Referenced Test	Pupils Involved in Ad Hoc Skill Groups	Cooper-McGuire Diagnostic Word Analysis Test	Present	Pre-Test at Beg. of Project Phase	Center (s) Pupils	Beg. Project Reading and End Specialist Ea. Project Phase
2.1-0-03 (Pupil Improvement of Reading Scores of In-Depth Students)	Reading Achievement Test	Pupils Chosen for In-Depth Study and Center(s) and control schools.	Gates-Mac Ginitie Rdg. Test	Present	Student Scores, May, 1972	Pupils in In-Depth Study	May, 1973 Project Evaluator

¹ Use appropriate codes to avoid duplication

² Describe in attachment

³ Place critical dates on Evaluation/Audit Time Line attachment

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EVALUATION/AUDIT PLAN SUMMARY CHART 1

Page One

Performance Objectives	Evaluation Measurement Techniques and Instruments ¹					Evaluation Data Collection Procedures		
	General Technique	Special Conditions	Name/Type Instrument ²	Data Instrument Available ³	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
Classify by Target/Operator Group								
2.1-1-01 (Ad Hoc or Individual Pupil Work)	Documentation	Center Students	Log	Sept. 1972	None	Pupils	Weekly Beg. Sept 25 1972	Project Reading Specialist
2.1-1-02a (Staff Instructional Load)	Documentation	Work of Project Staff and Demonstration Center Teachers	Log	Sept. 1972	None	Project Staff/Tchrs.	Weekly Beg. Sept 25 1972	Project Reading Specialist
2.1-1-02b (Diagnostic Procedures Used for Formation of Skill Groups)	Individual Tests	None	Diagnostic Rdg. Tests	Present	Pre-Tests as Needed	Center Pupils	As Needed Sept. 18, 1972	Project Reading Beg. Specialist
2.1-1-02c (Development of RST and Task Cards)	Documentation	Field Testing Summer, 1972	N/A	Sept. 1972	None	Pupils	N/A	Project Staff
2.1-1-03 (Students Chosen for In-Depth Study)	Documentation	None	Student Analysis Sheet	Sept. 1972	None	Pupils	Oct. 1972	Project Evaluator/Project Reading Specialist

¹ Use appropriate codes to avoid duplication² Describe in attachment³ Place critical dates on Evaluation/Audit Time Line attachment

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EVALUATION/AUDIT PLAN SUMMARY CHART 1

Page One

Performance Objectives	Evaluation Measurement Techniques and Instruments				Evaluation Data Collection Procedures		
	General Technique	Special Conditions	Name/Type Instrument	Date Instrument Available	Baseline Data	Target Group	Scheduled Date(s) Person Responsible
Classify by Target/Operator Group 2.2-0-01 (Teacher Competency in Grouping and Personalizing)	Observation	None	Rating Scale	Oct. 1972	None	Center Tchrs.	8th and 9th Wkly. Project Reading Specialist Program
2.2-1-01 (Conduct of Individualized or Ad Hoc Skill Group Activities)	Documentation of Time and Personnel Involved	None	Log	Sept. 1972	None	Center Tchrs.	Wkly. Project Reading Specialist Sept. 18, 1972
2.2-1-02 (Weekly Program Planning Sessions)	Documentation	None	Log	Sept. 1972	None	Center Tchrs.	Wkly. Project Reading Specialist Sept. 15, 1972
3.1-0-01 (Activities of Community Advisory Committee)	Log	None	Log	Sept. 1972	N/A	Comm. Adv. Comm.	Monthly Community Council beg Sept. 30, 1972
3.1-1-01 (Same As Above)	Log	Record of Participation of Members	Log	Sept. 1972	N/A	CAC	Monthly Community Council beg. Sept. 30, 1972

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3 Place critical dates on Evaluation/Audit Time Line attachment

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EVALUATION/AUDIT PLAN SUMMARY CHART 1

Page One

Performance Objectives	Evaluation Measurement Techniques and Instruments ¹				Evaluation Data Collection Procedures		
	General Technique	Special Conditions	Name/Type Instrument ²	Date Instrument Available	Baseline Data	Target Group	Scheduled Date(s) ³ Person Responsible
Classify by Target/Operator Group							
3.2-0-01 (Communication Process)	Log	Daily Transcription of Suggestions Log of Questions and Answers	Log	Sept. 1972	N/A	Entire Community	Daily Media Coordinator
3.2-1-01 (Same As Above)	Log	Daily Transcription	Log	Sept. 1972	N/A	Entire Community	Daily Media Coordinator
3.2-1-02 (Answers to Questions or Requests)	Log	Daily Transcription of Questions and Answers	Telephone Referral Form	Sept. 1972	N/A	Entire Community	Daily, Center Staff When Necessary Beg. Sept, 1972
3.2-1-03 (Same As Above)	Log and News-letter	Daily Transcription of Questions - Periodic News-letter	Log and News-letter	Sept. 1972	N/A	Entire Community	Daily, When Necessary Project Director

¹ Use appropriate codes to avoid duplication² Describe in attachment³ Place critical dates on Evaluation/Audit Time Line attachment

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EVALUATION/AUDIT PLAN SUMMARY CHART I

Page One

Performance Objectives	Evaluation Measurement Techniques and Instruments ¹				Evaluation Data Collection Procedures		
	General Technique	Special Conditions	Name/Type Instrument ²	Data Instrument Available ³	Baseline Data	Target Group	Scheduled Date(s) ³ Person Responsible
Classify by Target/Operator Group							
4.1-0-01 (Completion of Continuation Grant Proposal)	Documentation	N/A	N/A	Present	N/A	N/A	Project Director
4.1-0-02 (System for Monitoring and Controlling Accounting Techniques)	Systems Analysis	None	Work Analysis Sheet	Present to be modified	None	Center Staff	Project Director
4.1-0-03 (Detailed Performance Objectives and Work Statements)	Systems Analysis	None	Work Breakdown Structure Matrix	Present	N/A	Project Revised Staff as needed	Project Director
4.1-1-01 (Organization Chart)	N/A	N/A	Organization Chart	Present	N/A	Project Revised Staff as needed	Project Director
4.1-1-02 N/A							
4.1-1-03 N/A							
4.1-1-04 N/A							

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EVALUATION/AUDIT PLAN SUMMARY CHART 1

Page One

Performance Objectives	Evaluation Measurement Techniques and Instruments ¹				Evaluation Data Collection Procedures			
	General Technique	Special Conditions	Name/Type Instrument ²	Data Instruments Available ³	Baseline Data	Target Group	Scheduled Date(s) ³	Person Responsible
Classify by Target/Operator Group								
4.2-0-01 (Evaluation Design)	One-Dimensional CIPP	N/A	N/A	Sept. 1972	N/A	Entire Project	Sept. 1972	Project Evaluator
4.2-0-02 (Audit Contract)	N/A	N/A	N/A	N/A	N/A	Project Management	July 1972	Project Director
4.2-1-01 (Organization of 1971-72 Data)	Specified in 1971-72 Evaluation Design	N/A	N/A	June 30, 1972	Pre-tests and 1970-71 Base-line Data	Entire Project	N/A	Project Evaluator
4.2-1-02 (Consultants for Evaluation)	N/A	N/A	N/A	N/A	N/A	N/A	as needed	Project Evaluator
4.3-0-01								
4.3-1-01								
4.3-1-02								

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¹ Use appropriate codes to avoid duplication
² Describe in attachment
³ Place critical dates on Evaluation/Audit Time Line attachment

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EVALUATION/AUDIT PLAN SUMMARY CHART II

Page Two

Evaluation Data Analysis Techniques ¹			Evaluation Data Analysis Presentation ¹				
General Techniques	Special Conditions	Person Responsible	Evaluators Report Dates ³	Person Responsible	Method	Schedule ³	Audience
1.1-1-01a (Composition of Building Cadre) Log	None	Project Evaluator	January, 1973	Project Evaluator	Report	January, 1973	District Director of Research
1.1-1-01b (Experience 1.1-1-01c of Building Cadre) Log	None	Project Evaluator	January, 1973	Project Evaluator	Report	January, 1973	District Director of Research
1.1-1-02a (Teachers Advisory Committee) Log	None	Project Evaluator	January, 1973	Project Evaluator	Report	January, 1973	District Director of Research
1.1-1-02b (Formation and Meeting Schedule of Teacher's Advisory Committee)	None	Project Evaluator	June, 1973	Project Evaluator	Report	June, 1973	District Director of Research
1.1-1-02c (Formulation of In-Service, Evaluation, and Needs Assessment)	None	Project Evaluator	June, 1973	Project Evaluator	Conference Presentation and/or Report	June, 1973	District Director of Research

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EVALUATION/AUDIT PLAN SUMMARY CHART II

Page Two

Evaluation Data Analysis Techniques ¹			Evaluation Data Analysis Presentation ¹					
General Techniques	Special Conditions	Person Responsible	Evaluators Report Dates ³	Person Responsible	Method	Schedule ³	Recipient	Audience
1.1-1-02d (Personalization of 1971-72 Cadre Leader In-Service)	None	Project Evaluator	June 1973	Project Evaluator	Conference Presentation and/or Report	June 1973	Curriculum Council	District Director of Research
1.1-1-03 (Increased Awareness of Student Needs)	(See 1.1-0-03)							
1.1-1-04 (Recommendation of Instructional Techniques)	None	Project Evaluator	June 1973	Project Evaluator	Conference Presentation and/or Report	June 1973	Project Staff	District Director of Research
1.1-1-05 (Orientation Session for Teachers About Volunteers)	None	Project Evaluator	June 1973	Project Evaluator	Report	June 1973	Project Staff	District Director of Research
1.2-0-01 (Volunteer Tutor Knowledge of Method and Philosophy Questionnaire)	None	Project Evaluator	June 1973	Project Evaluator	Conference Presentation and/or Report	June 1973	Project Staff	District Director of Research

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EVALUATION/ADOTT PLAN SUMMARY CHART II

Page Two

Evaluation Data Analysis Techniques ¹			Evaluation Data Analysis Presentation ¹						
Control Techniques	Spatial Conditions	Person Responsible	Evaluators Report Dates ³	Person Responsible	Method	Dissemination of Evaluation Results	Recipient	Audience	
1.2-0-02 (Volunteer Work in Schools)	None	Project Evaluator	June 1973	Project Evaluator	Oral Presentation		June 1973	Dist. Dir. of Research	Cedar Rapids Board of Education
1.2-1-01 (Volunteer Training and Competency) Log and Rating Scale	None	Project Evaluator	June 1973	Project Evaluator	Conference Presentation and/or Report		June 1973	Project Staff	District Director of Research
1.3-0-01 (Parents Increased Awareness of Rdg. Activities) Questionnaire Chi Square	Based on Pre-Test Questionnaire Random Sample of Non-Respondents	Project Evaluator	June 1973	Project Evaluator	Conference Presentation and/or Report		June 1973	School Principals and Dist. Dir. of Research	Cedar Rapids Board of Education
1.3-1-01a (Parent Conferences)	None	Project Evaluator	June 1973	Project Evaluator	Report		June 1973	School Principals and Project Staff	District Director of Research
1.3-1-01b (Communication System)	None	Project Evaluator	June 1973	Project Evaluator	Report		June 1973	Project Staff	District Director or Research

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EVALUATION/AUDIT PLAN SUMMARY CHART II

Page Two

Evaluation Data Analysis Techniques ¹			Evaluation Data Analysis Presentation ¹				
General Techniques	Special Conditions	Person Responsible	Evaluators Report Date, ³	Person Responsible	Method	Schedule ³	Audience
1.3-1-01c (Recruitment and Activities of Volunteer Reps.)	None	Project Evaluator	June, 1973	Project Evaluator	Conference Presentation and/or report	June, 1973	District Director of Research Cedar Rapids Board of Education
1.3-1-01d (Recruitment of Volunteers in Community Advisory Council)	None	Project Evaluator	June, 1973	Project Evaluator	Report	June, 1973	District Director of Research
2.1-0-01 (Duration and Location of Center Operation)	None	Project Evaluator	June, 1973	Project Evaluator	Report	June, 1973	District Director of Research
2.1-0-02 (Pupil Growth in Word Attack Skills) Croft tests -	Median Difference Between Pre-Test and Post-Test	Project Evaluator	June, 1973	Project Evaluator	Oral Presentation and/or Report	June, 1973	District Director of Research Cedar Rapids Board of Education
2.1-0-03 (Pupil Improvement of Reading Scores of In-Depth Sample). Reading Achievement Test.	Control Schools Center Schools and In-Depth Students I.Q. on Metro. Readiness as Covariant if necessary mean difference between Pre-test and Post-test.	Project Evaluator	June, 1973	Project Evaluator	Oral Presentation and/or Report.	June, 1973	District Director of Research Cedar Rapids Board of Education

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EVALUATION/AUDIT PLAN SUMMARY CHART II

Page Two

Evaluation Data Analysis Techniques ¹			Evaluation Data Analysis Presentation ¹				
General Techniques	Special Conditions	Person Responsible	Evaluators Report Dates ³	Person Responsible	Method	Schedule ³	Audience
2.1-1-01 (Ad Hoc or Individual Pupil Work)	None	Project Evaluator	June 1973	Project Evaluator	Report	June 1973	Project Staff District Director of Research
2.1-1-02a (Staff Instructional Load)	None	Project Evaluator	June 1973	Project Evaluator	Report	June 1973	Project Staff District Director of Research
2.1-1-02b (Diagnostic Procedures Used for Formation of Skill Groups)	None	Project Evaluator	June 1973	Project Evaluator	Report	June 1973	Curriculum Council District Director of Research
2.1-1-02c (Development of RST and Task Cards)	None	Project Evaluator	June 1973	Project Evaluator	Report	June 1973	Curriculum Council Exec. Director of Curriculum/Instruction
2.1-1-03 (Students Chosen for In-Depth Study) Analysis of Variance	Controlled as to Pupil Variables and Task Assignments	Project Evaluator	June 1973	Project Evaluator	Report	June 1973	Curriculum Council District Director of Research

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EVALUATION/ADULT PLAN SUMMARY CHART II

Page Two

Evaluation Data Analysis Techniques			Evaluation Data Analysis Presentation			
Item	Special Conditions	Person Responsible	Evaluators Report Dates	Person Responsible	Method	Dissemination of Evaluation Results
2.2-0-01 (Teacher Competency in Grouping and Personalizing Rating Scale)	None	Project Evaluator	June 1973	Project Evaluator	Presentation/Report	Recipient Curriculum Council Audience District Director of Research
2.2-0-01 (Conduct of Individualized or Ad Hoc Skill Group Activities)	None	Project Evaluator	June 1973	Project Evaluator	Presentation/Report	Project Staff District Director of Research
2.2-1-02 (Weekly Program Planning Sessions)	None	Project Evaluator	June 1973	Project Evaluator	Presentation/Report	Project Staff District Director of Research
3.1-0-01 (CAC Activities) Log	None	Project Evaluator	June 1973	Project Evaluator	Written Report	Project Staff District Director of Research
3.1-1-01 (CAC Activities) Log	None	Project Evaluator	June 1973	Project Evaluator	Written Report	Project Staff District Director of Research
3.2-0-01 (Communication Process) Log	None	Project Evaluator	June 1973	Project Evaluator	Written Report	Project Staff District Director of Research
3.2-1-01 (Communication Process) Log Summation	None	Project Evaluator	June 1973	Project Evaluator	Written Report	Project Staff District Director of Research
3.2-1-02 (Answers to Questions or Requests) Log Summation	None	Project Evaluator	June 1973	Project Evaluator	Written Report	Project Staff District Director of Research
3.2-1-03 (Log and Newsletter)	Based on Necessity	Project Director	June 1973	Project Director	Written Report	Project Staff District Director of Research

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EVALUATION/AUDIT PLAN SUMMARY CHART II

Page Two

Evaluation Data Analysis Techniques ¹			Evaluation Data Analysis Presentation ¹					
General Techniques	Special Conditions	Person Responsible	Evaluators Report Dates ³	Person Responsible	Method	Schedule ³	Recipient	Audience
4.1-0-01 (Proposal)	None	Project Director	Present	Project Director	N/A	N/A	N/A	N/A
4.1-0-02 (System for Monitoring and Controlling Project Efforts)	None	Project Director	June, 1973	Project Director	Conference and/or report	June, 1973	Project Staff	Director of Accounting Division of Business Services
4.1-0-03 (Detailed Performance Objectives and Work Statements)	None	Project Director	January, 1973	Project Director	Conference and/or report	June, 1973	Project Staff	District Director of Research
4.1-1-01 (Organization Chart)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4.1-1-02	N/A							
4.1-1-03	N/A							
4.1-1-04	N/A							

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EVALUATION/AUDIT PLAN SUMMARY CHART II

Page Two

Evaluation Data Analysis Techniques ¹			Evaluation Data Analysis Presentation ¹				
General Techniques	Initial Conditions	Person Responsible	Evaluator Report Date ²	Person Responsible	Method	Schedule ³	Audience
4.2-0-01 N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4.2-0-02 N/A							
4.2-1-01 (Organization of 1971-72 Data)	Specified in 1971-72 Evaluation Design	Project Evaluator	June 30, 1972	Project Evaluator	Conference Presentation and/or Written Report	June 1972	Dist. Director of Research Cedar Rapids Board of Education
4.2-1-02 N/A							
4.3-0-01 N/A							
4.3-1-01 N/A							
4.3-1-02 N/A							

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PRELIMINARY EVALUATION REPORT

1971-72

A. Five overall project objectives were specified in the proposal. Although the intensive period of product evaluation is currently only beginning, each overall project objective will be reviewed in the following narrative. Planned evaluative activities will be specified and results of past evaluative activity will be summarized.

I. Pupils. The project proposal (page 33) stated that improvement in pupil reading skills will be measured in two ways. Year to year growth will be measured with the Gates-MacGinitie Reading Test. Results of the May, 1971, administration are included as Figure I. The Gates-MacGinitie Reading Test will be given to all District first through fourth grade pupils during the week of May 8-12, 1972. Results of the Jackson School Demonstration Center pupils will be compared with their previous year's results and with those of two control schools.

The Spache Diagnostic Reading Test was administered to a 10 per cent sample of Demonstration Center students in November, 1971. The sample will be tested again during the week of May 8-12, 1972.

Overall growth during the three years of the project will be measured with the Iowa Test of Basic Skills by comparing the performance of the District populations of third and fourth grade children in January, 1971, (pre-test) with the performance of the populations of third and fourth grade children in May, 1974, (post-test). Note the change in post-test administration, due to an error in the original proposal.

TABLE 5 pg. 91a was omitted.

II. Staff. In-service courses related to (1) diagnosis of reading deficiencies, (2) prescription, performance evaluation, and contingency management of appropriate corrective treatments, and (3) use of related instructional technology have been held during the year. Overall teacher evaluations of in-service activities are outlined in Figures II and III.

Pre and post-tests were given assessing teachers' knowledge of contingency management techniques. Pre-testing yielded a mean of 11.09 on a twenty-five question multiple choice test. Post-testing yielded a mean of 19.16.

Pre and post-tests were given in connection with the Croft In-Service courses. Pre-testing yielded a mean of three on a ten-question multiple choice test. Post-testing yielded a mean of 6.87. The Croft Case Studies received a mean of 7.92 on a 10-point rating scale.

Teachers have been rated at the Demonstration Center on their use of diagnostic techniques. They received a mean of 6.7 on a 8-point rating scale.

III. Instructional System. One hundred and forty-five Project BASIC volunteer tutors are now working in thirty-five public and non-public schools. The tutors were asked to evaluate their experience with a fifteen-part open-ended questionnaire. On the following page a brief summary is shown as Figure IV.

Figure II

Summary of Teacher Evaluations for "Update" Meetings

	<u>First</u>	<u>Second</u>	<u>Third</u>	<u>Fourth</u>
October 18 "Update" (5 pt. scale)			3.7	4.0
November 15 "Update"	3.8	3.8	3.5	3.8
December 6 "Update"	4.4	3.9		
January 21 "Update"	4.6	4.6	4.6	4.6
February 28 "Update"			4.1	3.6
April 17 "Update"	3.8	3.5	3.7	4.0

Figure III

Summary of Teacher Evaluations for
Other In-Service Activities

Sister Joan Lickteig	5.2	(6 pt. scale)
Dr. Joyce Hood	4.8	
Dr. Jane Root	5.5	
Dr. Elizabeth Hatch		
1. In-Service Day	4.8	
2. Methods of Psychodiagnostic Teaching Course	5.9	

Tutor Evaluation of Program

	<u>Yes</u>	<u>No</u>
1. Are you placed according to your interests and abilities?	61	4
2. Did you receive adequate training before your assignment?	56	8
3. Do you plan to continue as a volunteer next year?	62	2
4. Did you receive satisfactory training during your assignment?	45	4

Figure IV

Teachers will be asked to evaluate the training and effectiveness of the tutors during the first week of May. Since provision of tutors was made contingent on teachers' and principals' requests, we can assume that schools would not keep requesting more and more tutors were they not pleased with the effectiveness of the tutor program.

IV. Community Involvement. Community Advisory Council members have spent ninety-nine hours working on Project BASIC-related activities. (As of March 31, 1972.)

V. Project Management. Every management function has proceeded on schedule with the exception of hiring the Community Agent. Management rational for this was discussed in a previous evaluation report.

Time-study reporting procedures have been followed at the Demonstration Center for the past four weeks. A sample of the results are shown in Figure V. As a consequence of these reporting procedures, a number of changes have been made in the structure of the staff planning periods. One new half-time professional staff member was also hired, but only for the period March 20, 1972 through June 2, 1972.

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FIGURE V

BASIC	MONDAY						TUESDAY						WEDNESDAY						THURSDAY						MIN'S.	Σ	
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6			
PLANNING	80	90	30	30	120	60							55	150	150				150		180	180	45		2845	39.6	
SETTING UP INSTR. AREA		15	30	30																	30	30	30		300	4.2	
PREP. FOR RDG. GROUP			15																		15				45	0.6	
TEACHING IN CTR.		85	60	60	60			25	105	60	60		115	90	120	60					60	60	60		1080	15.1	
TUTORING									30					45											75	1.0	
TUTOR TRNG.									90	90				60	30										270	3.8	
SETTING UP RE	35					26						40						20						20	741	1.9	
TCHG. IN RE	120					64						70					60	60						45	449	6.3	
CLEANING UP RE						16						30						25						20	85	1.2	
MAKING MAT'L'S			30	60		65			60	30		25		180	60	30		80			15	60			695	9.7	
STORING MAT'L'S																					30		45		75	1.0	
YELLOW SHEETS AND TASK CARDS					45												20					30	45		355	4.9	
MEETINGS																									540	7.5	
STORY HOUR - PRESCHOOLERS		50											130							120						20	0.3
SHOWING TCHRS. THRU BLDG.																		30							30	0.4	
HELPING SECRETARY										60															60	0.8	
OTHER ACTIVITIES																			105						105	1.5	
	235	240	445	480	225	225		225	450	480	225	240	215	445	450	480	230	225	105	375	450	480	235	105	7170		

Week of **MAR 20-23**
1972

WORK ANALYSIS, DEMONSTRATION CENTER

1870
26.1%

1620
22.6%

2045
28.5%

1635
22.8%

B. (1.0) Staff Development Objectives

1.1 Building-Unit Reading Cadre

1.1-0-01 Each lead teacher will demonstrate proficiency in the use of Croft materials through a performance of at least 80 per cent on a criterion-referenced test and through presentation of a case study illustrating use of the learned techniques in a classroom situation. This case study must receive 7 out of 10 on a 10-point rating scale, as judged by members of the Demonstration Center staff.

Thirty-two lead teachers participated in the Croft In-Service training sessions. Project staff members chose to postpone the criterion-referenced test and case study for the eight teachers who had already taken Croft until their first practicum sessions at the Demonstration Center. One of the eight teachers has now taken the criterion referenced test. Twenty-five teachers have completed the Croft case studies, with a mean of 7.92 on a 10-point rating scale.

Criterion Level--Croft Post-Test	80 %
Achieved Level	67.8 %
Criterion--Not Met to Date	

Criterion Level--Croft Case Studies	7.00
Achieved Level (25 out of 40 complete)	7.92

Objective: 71% Complete

1.1-0-02 Each lead teacher will demonstrate success in the administration of other diagnostic techniques taught during the school year. Teachers will be observed during a portion of the practicum training utilizing the techniques. Success will be defined as receiving 6 out of 8 on a 8-point rating scale. The teacher will be observed by a member of the Demonstration Center staff, who will complete the rating scale.

Twenty-three teachers have been observed using other diagnostic techniques during Demonstration Center practicum sessions. They were rated on an 8-point rating scale by Mrs. Lynda Filip, Reading Specialist.

Criterion Level	6.00
Achieved Level to Date	6.70

Objective: 58% Complete

1.1-0-03 Each lead teacher will transfer techniques learned in the Demonstration Center to her classroom and to classrooms of other teachers in the building. Amount of transfer will be measured by behavioral observations of randomly-selected classrooms.

Surveys were administered in August and October regarding types of techniques already in use, techniques

each teacher wanted to learn, and their relative interest to the group. Behavioral observations and interviews to assess extent of transfer will be conducted beginning April 27, 1972.

Objective: 50% Complete

The observation checklist, used in December, 1970, and May, 1971, as a baseline data instrument, was utilized in twenty-one Cedar Rapids elementary schools. First and second grade classes were observed in the Demonstration Center school. First grades were observed in ten other schools and second grades were observed in the remaining ten schools. The schools were chosen by stratified random sampling methods, based I.Q., and socioeconomic status. Results of the first and second grade observations are shown in Tables 1-4. Extent of written seat-work increased over that of 1971-72, with creative writing, worksheets, using a dictionary, and coloring the most popular activities. More emphasis needs to be given to alternative activities during reading group.

Pre-test and post-test results on 97 teachers who took the contingency contracting test were analyzed. The teachers achieved a mean of 19.16 for the post-test, versus 11.09 for the pre-test. A t test was used to check the hypothesis, "Cadre teachers will show a significant increase in their

TABLE 1

(Observe each child for one minute
at approximately 10 second intervals.)

BEHAVIOR OUTSIDE THE READING GROUP

Summary

BEHAVIOR OUTSIDE THE READING GROUP					AM	AM	PM	PM			
First Grade					C (boy)	D (girl)	E (boy)	F (girl)	(b)	(g)	TOTAL
1. Engaged independently in written seat-work related to reading (workbook, story, pocket charts, pictionary, etc.).					80	82	74	108	154 .22	190 .27	344 .49
2. Engaged in some form of reading-related group activity.					6	0	0	1	6 .008	1 .001	7 .01
3. Browsing through a book or other printed material.					0	4	0	8	0	12 .02	12 .02
4. Reading (sustained) a book of other printed material.					0	0	5	0	5 .007	0	5 .007
5. Occupied independently with a game, kit, or activity which reinforces reading skills					0	0	0	11	0 0	11 .02	11 .02
6. Using a listening post or other AV equipment in reading-related activities.					0	0	0	0	0	0	0
7. Listening to a story being told or read by another child or adult.					0	0	0	0	0	0	0
8. Reading aloud to someone other than the teacher.					0	0	0	0	0	0	0
9. Interacting briefly with another person (child, teacher, other adult).					24	37	18	7	42 .06	44 .06	86 .12
10. Engaged independently in other school-related activity (math, science, art, etc.).					12	19	13	16	25 .035	35 .049	60 .08
11. Engaged as part of a group in other school-related activity.					0	0	0	0	0	0	0
12. Listening to activity in reading group.					9	10	9	3	18 .03	13 .02	31 .04
13. Responding to "distractions" (activities of other children, interruptions, features of the room environment).					7	5	40	24	47 .07	29 .04	76 .11
14. Moving.					8	8	12	7	20 .03	15 .02	35 .05
Purposively									1	1	2
Aimlessly					0	0	1	1	.001	.001	.003
15. Exhibiting non-attending behavior.					6	4	15	6	21 .03	10 .01	31 .04
16. Exhibiting avoidance (or negative) behavior (fidgeting, crying, etc.).					1	0	4	1	5 .007	1 .001	6 .008
17. Indeterminate behavior.					1	1	0	0	1 .001	1 .001	2 .003

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Observer _____

Date _____

School _____

Time of Observation _____ A.M.

Grade _____

TABLE 2

_____ P.M.

ENGAGED INDEPENDENTLY IN WRITTEN SEATWORK	At Seat				At Board				At Interest Center				
	AM		PM		AM		PM		AM		PM		TOTAL
First Grade													
Practicing Letter Formation	0	6					1	5					21
Forming Pocket-Chart Word Stories					0	1							1
Copying Pocket-Chart Story			0	8									8
Doing Creative Writing	7	0			0	9							79
Using a Pictionary or Dictionary	2	9	0	5	0	5							39
Doing a Worksheet - Reading Related	1	3	7	3									86
Doing a Worksheet - Coloring	2	3	3	8									61
Doing a Worksheet - Math Related	0	6	2	8									34
Doing a Worksheet - Other													0
Doing a Workbook Page	1	5											15

Total: 344

Number of persons in the room
in addition to the teacher

_____ Paraprofessionals
 _____ Volunteer adults.
 _____ Student teacher(s)
 _____ Volunteer students(tutors)
 _____ Other visitors

Number of children in room _____ boy _____ girl _____

Combination Classroom ☐ 1-2 ☐ 2-3

Did you observe any systematic use of a reinforcement system? _____ Yes

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_____ No

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TABLE 3
BEHAVIOR OUTSIDE THE READING GROUP

(Observe each child for one minute
at approximately 10 second intervals.)

Summary

Second Grade	AM	AM	PM	PM			
	C (boy)	D (girl)	E (boy)	F (girl)	(b)	(g)	TOT
1. Engaged independently in written seat-work related to reading (workbook, story, pocket charts, dictionary, etc.).	133	154	55	39	188 *.27	193 .28	381 .55
2. Engaged in some form of reading-related group activity.	0	0	7	10	7 .01	10 .01	17 .02
3. Browsing through a book or other printed material.	0	1	0	3	0 0	4 .006	4 .00
4. Reading (sustained) a book of other printed material.	0	0	6	2	6 .009	2 .003	8 .01
5. Occupied independently with a game, kit, or activity which reinforces reading skills	0	0	0	0	0	0	0
6. Using a listening post or other AV equipment in reading-related activities.	2	9	0	6	2 .003	15 .02	17 .02
7. Listening to a story being told or read by another child or adult.	2	2	0	0	2 .003	2 .003	4 .00
8. Reading aloud to someone other than the teacher.	0	0	5	4	5 .007	4 .006	9 .01
9. Interacting briefly with another person (child, teacher, other adult).	24	15	11	18	35 .05	33 .05	68 .10
10. Engaged independently in other school-related activity (math, science, art, etc.).	8	11	20	24	28 .04	35 .05	63 .09
11. Engaged as part of a group in other school-related activity.	1	1	0	0	1 .001	1 .001	2 .00
12. Listening to activity in reading group.	8	12	2	0	12 .02	12 .02	22 .03
13. Responding to "distractions" (activities of other children, interruptions, features of the room environment).	14	6	7	2	21 .03	8 .01	29 .04
14. Moving.	17	7	8	11	25 .04	18 .03	43 .06
Purposively	17	7	8	11	25 .04	18 .03	43 .06
Aimlessly	2	0	0	0	2 .003	0 0	2 .00
15. Exhibiting non-attending behavior.	3	2	0	2	3 .004	4 .006	7 .01
16. Exhibiting avoidance (or negative) behavior (fidgeting, crying, etc.).	2	2	0	0	2 .003	2 .003	4 .006
17. Indeterminate behavior.	9	2	0	0	9 .013	2 .003	11 .016

Observer _____

Date _____

School _____

Time of Observation _____ A.M.

Grade _____

TABLE 4

_____ P.M.

ENGAGED INDEPENDENTLY IN WRITTEN SEATWORK	At Seat				At Board				At Interest Center				TOTAL
	AM		PM		AM		PM		AM		PM		
Second Grade													
Practicing Letter Formation					1	0							10
Forming Pocket-Chart Word Stories													0
Copying Pocket-Chart Story	2	9											29
Doing Creative Writing	15	6			4	3	0	5					204
Using a Pictionary or Dictionary	3	9			0	4							43
Doing a Worksheet - Reading Related			4	8									48
Doing a Worksheet - Coloring			0	1									1
Doing a Worksheet - Math Related			1	7									17
Doing a Worksheet - Other													0
Doing a Workbook Page	0	6	2	3									29

Total: 281

Number of persons in the room
in addition to the teacher

_____ Paraprofessionals
 _____ Volunteer adults
 _____ Student teacher(s)
 _____ Volunteer students(tutors)
 _____ Other visitors

Number of children in room _____ boy _____ girl _____

Combination Classroom ☐ 1-2 ☐ 2-3

Did you observe any systematic use of a reinforcement system? _____ Yes

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_____ No 91m

knowledge of contingency contracting, as measured by their pre and post-test results." The results were significant at the .01 level and the hypothesis was accepted.

Evaluation: 100% Complete
Hypothesis Accepted
Objective Attained

1.1 Building-Unit Reading Cadre

1.1-1-01 Each lead teacher will participate in the Croft In-Service training course or be able to meet objective 1.1-0-01 through previously-acquired knowledge.

Thirty-two lead teachers participated in Croft In-Service training sessions. Attendance logs were kept and are on file in the Evaluation Office.

1.1-1-02 Each lead teacher will spend four half-days participating in diagnostic and instructional services with Demonstration Center students.

Forty-eight out of 160 practicum sessions have been conducted for lead teachers at the Demonstration Center. Since reading problems at the Demonstration Center school have been analyzed thoroughly during the year, teachers will be allowed to choose up to two half-day practicum in their own rooms. A substitute will be furnished so that the teacher will have the opportunity to use her new diagnostic skills with children in her own

room. The teacher will be interviewed and observed by a Project BASIC staff member during one of the two times.

Objective: 30% Complete

1.1-1-03 In conjunction with other building cadre members and the building principal, each lead teacher will plan an on-going building program to disseminate methods and material suggestions to building teachers in grades one through four.

Building cadre logs have been submitted monthly and are on file in the Evaluation Office. A number of varied and interesting building activities have been reported by cadre members. Examples of these have been reported in the newsletter, and a discussion with cadre leaders on methods of building implementation was held at the January Update meeting.

Total Reports Due: 280
Reports Received: 258

1.1-1-04 Each non-lead cadre teacher will participate in a practicum of up to four half-days during the year at the Demonstration Center utilizing individual and group diagnostic instruments and making appropriate instructional recommendations.

Although the project budget did not allocate funds for released-time visits of non-lead cadre teachers, nine non-lead cadre teachers have visited the Center.

Objective: On Schedule

1.2 Volunteer Tutors

1.2-0-01 Each tutor will be able to use, with a group of three children, the Frostig and Peabody Kits, and at least ten reading games without further teacher instruction. A Demonstration Center staff member will observe while each tutor is working in an assigned classroom. "Success will be defined as receiving 6 points out of 8 on an 8-point rating scale."

One hundred fifty tutors were trained as volunteer reading tutors by Project BASIC staff. The training began in December, 1971, and will culminate in May, 1972. Of these 150 trained tutors, 145 are now working in 35 public and non-public schools. They have donated 982 hours and 20 minutes time. Of the five schools not requesting tutor support, two received tutors from other sources and three indicated no interest in receiving tutors. Teachers will rate their tutors on the 10-point rating scale in May.

Objective: On Schedule

1.2-1-01 Each tutor will attend 10 hours of "certification" training sessions in which he will learn to use the Frostig and Peabody Kits and at least ten reading games. At the conclusion of the certification training, the tutor will be expected to meet criteria 1.2-0-01.

All tutors received eight hours of pre-training. Five tutors dropped out of the program before beginning actual service in the schools. Fifty tutors have completed all ten hours of training, with 95 others completing their last two hours May 8, 9, 10, 16, and 17, 1972.

Program evaluation sessions were held with the tutors on Wednesday afternoon, April 12, and Thursday morning, April 13, 1972.

As a result of their evaluation, tutor training will be condensed to six hours. Tutors felt the two hours of observation during training duplicated experience they got when first on-the-job in the classroom.

Total Training Hours:	1450
Hours Completed:	1260

Objective: 80% Complete

1.3 Parent Education

1.3-0-01 Parents will exhibit increased awareness of their children's reading activities, both at home and at school. Increased awareness will be measured by a pre and post-questionnaire sent to parents. This questionnaire will be constructed by the Community Advisory Council in cooperation with Center staff.

The parent questionnaire was first administered in October, 1971, as baseline data. The questionnaire was mailed out to all Jackson School (1-4 grade) parents on April 24, 1972. Results are not yet back.

Objective: 75% Complete

1.3-1-01 Five per cent of the parents of the target population will participate in a designated number of conferences with teachers, the Community Agent, and other Center staff.

Eight home visits and three telephone conferences were held with parents from the Jackson School target population. This constitutes 16 per cent of the target population.

It is hoped to increase the level of parent education during the second project year.

Criterion Level	5%
Actual Level	16%

Objective: Completed Successfully

1.3-1-02 Parents will utilize the communication system to provide input to project staff and receive information about reading and related project activities.

The communication system still seems to be used mainly for internal affairs. One parent call was received in September, two in October, six in November, four in December, and two in January. Parents have asked most of their questions about the project when visiting District elementary schools or the Demonstration Center school.

(2.0) Instructional Systems Objectives

2.1 Demonstration Center

2.1-0-01 The Demonstration Center will be operational from October 4, 1971, through June 2, 1972. Operational is defined as that period of time during which classes of students are assigned to the Center.

The Demonstration Center became operational October 4, 1971. Weekly logs of Demonstration Center activities are filed in the Evaluation Office.

Objective: 85% Complete

2.1-1-01 Each class enrolled in the Demonstration Center school will work in the Center classroom for a minimum of one 60-minute session per week. During that time, children will participate in their regular reading program, undergo diagnostic procedures, and engage in various experimental and innovative activities designed to improve reading skills and increase student motivation.

In addition to the weekly logs of Demonstration Center activities, each pupil's task cards outlining activities for each period of attendance at the Center are filed in the Project BASIC Office at Jackson School. Pupil task cards have been analyzed according to frequency of word attack skills taught by grade level. The Croft hierarchy system was used as a basis of classification. (See Table 5)

TABLE 5

Task Card Activities Classified by Croft Word Attack Skills *

October 4, 1971 - April 7, 1972

91u

<u>Grade</u>	<u>Task</u>														
	R1	R2	R3	R4	R5	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
One	7	12	56			106	6	34	21						7
Two	7		2			80	61		18						1
Three				11		66		31	10	107	59	16			
Four				1		15	36	16	19	40	22	19	22	6	

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	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17
One	62	67	153		64	8	47	8									
Two	30	67	4			7	137	42		71	163	62	57				
Three				16			100	77	22	38	61	95	22				
Four	7	4	2	3	22	21	112	62	35	63	144	54	51	20	7	6	8

* Does not include Comprehension Skills

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2.1-0-02 Pupils enrolled in the demonstration school will show a significant improvement in reading achievement scores relative to children enrolled in other schools. This will be measured by a gain in standardized reading achievement scores administered at approximately one-year intervals.

The Gates-MacGinitie Reading Tests are scheduled to be given on a District-wide basis during the second week in May, 1972. The Spache Diagnostic Reading Test is also scheduled to be administered as a post-test to the ten per cent sample of students who took the pre-test in November, 1971.

Objective: On Schedule

2.1-0-03 Pupils enrolled in the demonstration school will show a significant improvement in attitude toward school as measured by a school attitude survey administered at the beginning and the end of the project year.

The attitude survey, administered as a pre-test in October, will be re-administered as a post-test during the third week in May.

Objective: 50% Complete

2.2 Training, Teachers/Tutors

2.2-0-01 Teachers in the Demonstration Center school will adapt Demonstration Center activities to the basal reading program during the time their class is scheduled in the Demonstration Center. Coordination will be measured by each teacher's weekly consultation with Demonstration Center staff, by the number of requests for tutorial service designed to implement Center suggestions, and by requests for other Demonstration Center staff to visit individual classrooms.

Fourteen formal consultation service requests were filed by Demonstration Center teachers. In addition to these, 39 conferences were held with the first grade teacher, 41 with the second grade teacher, 32 with the third grade teacher, and 33 with the fourth. This makes a total of 159 formal conferences, plus informal conferences the staff was unable to log due to the press of time.

Objective: On Schedule

2.2-1-01 Each teacher assigned to the Demonstration Center school will bring her classes into the Center for at least one 60-minute session per week.

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Classes have been scheduled into the Demonstration Center for an average of two 55-minute sessions per week. Demonstration Center schedules are on file in the Evaluation Office.

Objective: 85% Complete

2.2-1-02 Each teacher in the Demonstration Center school will participate in weekly program-planning sessions with Demonstration Center staff.

Objective: On Schedule (See Objective 2.2-0-01)

(3.0) Community Involvement Objectives

3.1 Advisory Council

- 3.1-0-01 The Community Advisory Committee will offer advice and expertise to project staff members on all relevant aspects of the project. A log will be maintained as a record of all activities of the Community Advisory Committee.

Advisory Council members donated a total of 99 hours up to March 31, 1972. It is the feeling of the Evaluator and Project BASIC staff that membership participation has been poor. Plans to improve this are included in the second-year proposal objectives.

- 3.1-1-01 Community Advisory Committee members will be asked to volunteer their services in sub-committees related to the four project components. A record of participation will be kept.

During the volunteer evaluation sessions, twenty volunteers indicated a desire to work on the Community Advisory Council. These volunteers will be asked to work on the Council during 1972-73 to help with parent education and volunteer recruitment.

3.2 Communications

3.2-0-01 The Communications system will insure that all persons are afforded the opportunity to receive continuous information on project activities, to ask questions of project personnel, and to provide continuous input. Requests for information and/or input will be logged according to the person initiating the communication.

The most regular dissemination activity of the project continues to be the weekly dial-access tape UPDATE. Thirty-two scripts have been placed on tape. As of March 31, 1972 they had been accessed 2,179 times.

The telephone "HOTLINE" answering service furnishes any interested party with a simple method of providing input or asking questions of project personnel. An analysis of HOTLINE calls by function of sender and receiver is shown in Table 6.

Objective: On Schedule

3.2-1-01 Every member of the staff and community will have access to a telephone recording system for registering information or questions relative to the project.

Objective: Completed Successfully

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TAP 6

Hotline Calls Classified by Sender & Receiver
(November, 1971 - March, 1972)

	Nov.		Dec.		Jan.		Feb.		March		Sender Total
	Sender	Receiver	Sender	Receiver	Sender	Receiver	Sender	Receiver	Sender	Receiver	
Project Basic Staff	26	33	20	26	39	36	16	42	20	45	121
Building Cadre	1	2	1		13		21		17	1	53
Volunteer	1										
Community Person	7		4		2						13
Curriculum & Instr.					1	1					1
Instructional Services	3	17		2	1						4
Superintendent's Cabinet		1			1						1
Curriculum Council	1		1	1					2		4
Elementary Principals	3	3	5	3	8		1		2		19
Secondary Principals									1		1
Teachers	16										16
Pupil Personnel								1			1
Personnel Services	2	1									2
Anonymous	2	1	1		3		4		1		11
ARC						1	1		2		3
Research									1		1
	62		32		68		43		46		151
Total Hotline Calls (July, 1971-March 31, 1972)											344

454

91aa

3.2-1-02 Project personnel receiving a telephone referral form will research the question, obtain the best possible answer, and relay the information to the questioner by a personal call or note.

Objective: On Schedule

3.2-1-03 Anonymous questions will be reviewed by the Project Director and those deemed worthy of attention will be answered in a periodic newsletter.

Five issues of the project newsletter, Hear-Say have been printed and circulated to approximately five hundred people monthly. Recipients included cadre teachers and parents of Demonstration Center students.

-(4.0) Project Management Objectives

4.1 System Analysis

4.1-0-01 Complete and submit the formal proposal for the project.

Objective: Completed Successfully

4.1-0-02 Develop a system for monitoring and controlling all project effort to assure achievement of performance, schedule, and cost objectives.

Objective: Completed Successfully

4.1-0-03 Develop detailed performance objectives and work statements for all components and key personnel.

Objective: Completed Successfully

4.1-1-01 Prepare an organization chart for the project.

Objective: Completed Successfully

4.1-1-02 Develop a Work Breakdown Structure Matrix for the project.

Objective: Completed Successfully

4.1-1-03 Prepare, periodically review, and revise a work statement for each active cell in the Work Breakdown Structure Matrix.

Task-time analyses of personnel function is being performed at the Demonstration Center and will be continued until the end of the operational year at the Demonstration Center. Table 7 summarizes project personnel functions during the period of March 20, 1972, through April 21, 1972.

Objective: On Schedule

4.1-1-04 Complete arrangements with Arthur Wulfsberg for technical assistance related to system analysis.

Objective: Completed Successfully

4.2 Evaluation

4.2-0-01 Develop an evaluation design that is acceptable to the project auditor and the Project Director.

Objective: Completed Successfully

4.2-1-01 Complete the collection and organization of the 1971 baseline data.

Objective: Completed Successfully

4.2-1-02 Contact prospective consultants to the evaluation program and complete necessary contractual arrangements.

Objective: Completed Successfully

4.3 Independent Audit

4.3-0-01 Submit an audit plan to the Project Director and complete an Evaluation Design Critique in a formal pre-audit report to be delivered not later than June 18, 1971.

Objective: Completed Successfully

4.3-1-01 Review the preliminary proposal as part of the pre-audit activities.

Objective: Completed Successfully

4.3-1-02 Make an on-site visit to provide a preliminary review of the evaluation design and establish a schedule for the remaining pre-audit activities prior to submission of the formal proposal.

Objective: Completed Successfully

C. Weaknesses in Program Design and Operation.

1. Project staff offered the Croft In-Service Course to lead teachers. This taught teachers how to diagnose deficiencies in word attack skills, but not how to implement ad hoc grouping. (See pages 33, 34, 40, and 41.)
2. Even though teachers who have taken the Croft In-Service Course can diagnose deficiencies in word attack skills, they need concrete help in various methods of teaching those skills. (See pages 33,41.)
3. Individual pupil task cards took too much staff time to fill out. This could not be implemented efficiently in a single-teacher self-contained classroom. (See pages 33,41.)
4. Because of time constraints, first year in-service courses were planned entirely by Project BASIC staff, rather than with the help of teachers. This violates the concept of participatory management and provides for less personal involvement of teachers. (See pages 34-37.)
5. Some teachers and principals who observed the motivational part of the project felt the techniques were impractical for implementation in a "normal" classroom.

6. Project staff felt that one reason Community Advisory Council members had trouble recruiting other interested citizens was (1) lack of understanding of the project and (2) lack of purpose for the Council. (See page 39.)
7. Because of the large population involved, project staff was not able to identify student variables and relate these to effective teaching methods. (See pages 40,41.)
8. Although not a weakness this year, project staff felt it would be a definite weakness during 1972-73 if teachers already trained by Project BASIC were not used to train other teachers, thus achieving a concentric effect. (See pages 36,37.)

2. Educational Program Audit

a. Audit Agency. The pre-audit and educational program audit for the second budget period will be conducted by the Institute for the Development of Educational Auditing (IDEA), if present plans materialize. The auditing team will be directed by Mr. King Nelson, President of IDEA.

b. Pre-Audit Activities. No pre-audit activities have been scheduled for the second year of project operation at this time. They will be formalized upon renegotiation of the audit contract.

c. Audit Plan. The Audit Plan, to be submitted with the pre-audit report, will define the proposed scope of work to be carried out by IDEA in auditing the second operational phase of the project and will include the completed Chart III of the USOE Evaluation/Audit Plan Summary. The Pre-Audit Report also will include a draft educational program Audit Contract, which will comply with the USOE Checklist of Essential Elements to be included in Written Contract between the auditor and the local education agency.

Staff Development Component (1.0^a)

A. Planning and Organization

1. Description and Rationale. The Staff Development Component has been divided into three sub-components: Building-Unit Reading Cadre (1.1), Volunteer Tutors (1.2), and Parent Education (1.3).

a. Building-Unit Reading Cadre (1.1). Following through and using the strength of the cadres as organized and trained during the first year of the project, experienced cadre leaders and teachers with more than two years of experience will be exposed to two levels of in-service training. It is hoped that with this arrangement experienced cadre leaders will be moving toward giving each building a resident reading specialist and cadre members with sufficient background to continue disseminating good reading practices from in-service experience, practicums, seminars and Demonstration Center participation back into the buildings. There will be continuing effort to have target teachers meet minimum performance criteria at the end of the project. The in-service program for 1972-73 will be designed by the project staff in cooperation with lead teachers and other staff. The budget has been arranged to provide resources to allow this to develop within specified monetary limits.

NOTE: The Project BASIC In-Service Program for 1972-73 will be designed by the project staff in cooperation with cadre leaders and other teaching staff.

1. Meetings will be held during May (1972) with two levels of cadre to design the in-service program.
2. The tentative program will be submitted at a later date, approximately June 2, 1972.

b. Volunteer Tutors (1.2). Because the District is currently profiting from a program of volunteer help, it was decided that tutorial support to the Building-Unit Reading Cadres should be through a volunteer program rather than through a paid program which might raise conflicts when paid employees and volunteer workers find themselves performing similar tasks. However, to make tutorial service more effective, the project will provide minimum "certification" training to each volunteer. The volunteers may be secondary school students, senior citizens, or other adults. To insure attendance while being trained, each volunteer will be paid at standard district hourly rates for paraprofessionals. These rates range from \$1.60 to \$2.75 depending upon the education of the paraprofessional.

c. Parent Education (1.3). Recognizing the importance of the family environment and parental support in the improvement of reading competencies, a Parent Education program anticipates providing direct services to parents and families through the activities of a Community Agent. While the Community Agent will make limited, direct calls upon parents, the major objectives of the Community Agent will be to 1.) help classroom teachers learn more about the relationship of their activities to the child's home environment and, in turn to call on parents, and 2.) conduct educational meetings for parent groups. In this sense, the Community Agent will be more a part of the training staff than a direct provider of service to the child's home and family.

2. Component Objectives. The following second-year objectives for the Staff Development component of the project are presented on the pages indicated.

Product Objectives		Process Objectives	
	Page No.		Page No.
1.1-0-01	36	1.1-1-01a	37
		1.1-1-01b	37
		1.1-1-01c	37
1.1-0-02	36	1.1-1-02a	37
		1.1-1-02b	37
		1.1-1-02c	37
		1.1-1-02d	37
1.1-0-03	36	1.1-1-03	37a
1.1-0-04	36		
1.1-0-05	36		
1.2-0-01	38	1.1-1-04	37a
1.2-0-02	38	1.1-1-05	37a
1.3-0-01	39	1.2-1-01	38
		1.3-1-01a	39
		1.3-1-01b	39
		1.3-1-01c	39
		1.3-1-01d	39

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20540

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

Title III, Elementary and Secondary Education Act of 1965 - Supplementary Centers and Services Program
Section 304, P.L. 91-230

NOTE: Please read the attached instructions before completing this form.

AGENCY'S NAME & ADDRESS: Cedar Rapids Community School District, 346 Second Avenue S.W., Cedar Rapids, Iowa		STATE: Iowa
PROJECT NUMBER: 71-7048	GRANT NUMBER: 0EC-0-71-1733 (290)	BUDGET PERIOD: BEGINNING July 1, 1972 ENDING June 30, 1973

CHECK ONE BLOCK IN EACH COLUMN TO INDICATE PURPOSE FOR WHICH THIS FORM IS BEING PREPARED

☐ PROPOSED BUDGET SUMMARY

☐ ESTIMATED EXPENDITURE REPORT

☐ FINAL EXPENDITURE REPORT

☒ 1.0 Staff Development

☐ TITLE III OVERALL ADMINISTRATIVE COSTS

☐ OVERALL TITLE III COSTS

☐ LOCAL AND OTHER SUPPORTIVE COSTS

☐ TOTAL COSTS: TITLE III, LOCAL, OTHER SUPPORTIVE COSTS

PART I - EXPENDITURES (OTHER THAN CONSTRUCTION)

EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION					TOTAL EXPENDITURES	NEGOTIATED BUDGET
FUNCTIONAL CLASSIFICATION	ACCOUNT	PERSONNEL	NON-PERSONNEL	CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL		
1 ADMINISTRATION	700	3	4	5	6	7	8	9
2 INSTRUCTION	700	14,058	3,176	700	4,420	1,900	800	25,054
3 ATTENDANCE SERVICES	700							
4 HEALTH SERVICES	700							
5 PHYSICAL TRANSPORTATION SERVICES	700							
6 OPERATION OF PLANT	700							
7 MAINTENANCE OF PLANT	700							
8 FIRED CHARGES	700	1,405	318				1,723	
9 FOOD SERVICES	700							
10 STUDENT BODY ACTIVITIES	1000							
11 COMMUNITY SERVICES	1100	786	352		480	130	1,748	
12 MODELING IN COSTS TOTAL MORE THAN \$1000 (ENTER IN PART II)	1200							
13 CAPITAL OUTLAY (EXCEPT CHC)	1300							
TOTAL		16,249	3,846	700	4,900	2,030	800	28,525
14 NEGOTIATED BUDGET								

BUDGET SUMMARY WORKSHEET ----- BY SUB-CATEGORIES OF COMPONENTS

COMPONENT: 1.0 Staff Development

Expense Classification

Function	Task/ Item	3	4	5	6	7	8	9	10
Admstrn 100									
Instrn 200	1.1	8,703		600	4,100	1,350		500	
	1.2	4,564	3,176	100	320	425		200	
	1.3	791				125		100	
		14,058	3,176	700	4,420	1,900		800	25,054
FixChg 800	1.1	870							
	1.2	456	318						
	1.3	79							
		1,405	318						1,723
ComSvc 1100	1.1	786			400	100			
	1.2		352		80	30			
	1.3								
		786	352		480	130			1,748
CapOut 1230	1.1								
	1.2								
	1.3								
		16,249	3,846	700	4,900	2,030		800	28,525

COST-ESTIMATE WORKSHEET

Task/Item No. 1.1

Expense Classification	Admstrn 100	Instrn 200	FixChg 800	ComSvc 1100	CapOut 1230
3. Salaries, Professional		8,703	870	786	10,359
4. Salaries, Non-professional					
5. Contracted Services		600			600
6. Materials and Supplies		4,100		400	4,500
7. Travel (and Mileage)		1,350		100	1,450
8. Equipment					
9. Other Expenses		500			500
TOTAL EXPENDITURES		15,253	870	1,286	17,409

Expense SS	Name and Title, Purpose, or Item	Project Time ACCOUNT NUMBER	Part	Quantity	Salary, Rental or Unit Cost	Amount Budgeted
3-200	Evaluator/Coordinator		.05		15,500	775
	Reading Specialist; Filip, Lynda		.15		12,895	1,934
	Community Agent; Fry, Greer		.10		7,910	791
	Contingency Program; Hronek, Judy		.10		9,010	901
	Primary Education; Hazelton, Marion (DISTRICT)					
	Building-Unit Cadre Training					
	5 Cadre Leaders X 12 hours		60 hours		6.54/hr	393
	27 Level A Cadre X 6 hours		210 hours		6.54/hr	1,374
	40 Level B Cadre X 3 hours		120 hours		6.54/hr	785
	Substitute Teachers, Level A ----- Visitations					
	5 Lead Teachers X 6 days ----- June King (DISTRICT)					
	35 Level A Cadre X 4 1/2 days ----- 70 days				25/day	1,750
	Substitute Teachers, Level B ----- (DISTRICT)					
						8,703
3-800	Fixed Charges, 10%					
	Social Security, 5.2%; Pension, 3.5%; Medical/Life, 1.3%					870
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Expense Class	Name and Title, Purpose, or Item	Project Time ACCOUNT NUMBER	Part	Quantity	Salary, Rental or Unit Cost	Amount Budgeted
5-200	Consultants for Level A and B In-Service			6 days	100/day	600
6-200	Student Materials 5 Cadre Leaders 67 Level A and Level B Cadre			5 67	150/leader 50/tchr	750 3,350
7-200	Mileage (local) Eval/Coord 75.00 L. Filip 100.00 J. Hronek 50.00 G. Fry 25.00 Travel (out of town) Expenses Consultants 600.00 Tchrs/Staff 500.00					250 1,100
9-200	In-Service Hospitality and Recognition Dinner Arrangements (Level A, Level B, and Volunteer Tutors)					500
2-1100	Building-Unit Cadre Training (Non-Public) 8 Level A and Level B Cadre X 6 hours			48 hours	6.54/hr	314
	Substitute Teachers 8 Level A/B Cadre X 2 days Fixed Charges (Non-Public) 10%			16 days	25/day	400 72
6-1100	Student Materials 8 Level A/B Cadre			8	50/tchr	400
7-1100	Travel (out of town) Expenses Teachers					100

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COST-ESTIMATE WORKSHEET

Task/Item No. 1.2

Expense Classification	Admstrn 100	Instrn 200	FixChg 800	ComSvc 1100	CapOut 1230
3. Salaries, Professional		4,564	456		5,020
4. Salaries, Non-professional		3,176	318	352	3,846
5. Contracted Services		100			100
6. Materials and Supplies		320		80	400
7. Travel (and Mileage)		425		30	455
8. Equipment					
9. Other Expenses		200			200
TOTAL EXPENDITURES		8,785	774	462	10,021

Expense Class	Name and Title, Purpose, or Item	Project Time ACCOUNT NUMBER	Part	Quantity	Salary, Rental or Unit Cost	Amount Budget
3-200	Reading Specialist; Filip, Lynda Community Agent; Fry, Greer Contingency Program; Hronek, Judy		.10 .30 .10		12,895 7,910 9,010	1,290 2,373 901
						4,564
3-800	Fixed Charges, 10%					456
4-200	Unassigned, Tutor/Trainer (Tchr Asc I) Unassigned, Tutor/Trainer (Tchr Asc III) Building-Unit Tutor Support (Training) and Maintenance		.10 .20			403 533
	Training (200 tutors X 6 hours) Maintenance (100 tutors X 2 hours)			1200 hrs 200 hrs	1.60/hr 1.60/hr	1,920 320
						3,176
4-800	Fixed Charges, 10%					318
1100	Building-Unit Tutor Support Fixed Charges, 10%			200 hrs	1.60/hr	320 32
5-200	Consultants for Tutor Program		4 day		25/day	100
APR 27 1972		471				103

[illegible]

COST-ESTIMATE WORKSHEET

Task/Item No. 1.3

Expense Classification	Admstrn 100	Instrn 200	FixChg 800	ComSvc 1100	CapOut 1230
3. Salaries, Professional		791	79		870
4. Salaries, Non-professional					
5. Contracted Services					
6. Materials and Supplies					
7. Travel (and Mileage)		125			125
8. Equipment					
9. Other Expenses		100			100
TOTAL EXPENDITURES		1,016	79		1,095

Expense	Name and Title, Purpose, or Item	Project Time ACCOUNT NUMBER	Part	Quantity	Salary, Rental or Unit Cost	Amount Budgeted
3-200	Community Agent; Fry, Greer		.10		7,910	791
3-800	Fixed Charges, 10%					79
7-200	Mileage (local) Community Agent 125.00					125
3-200	Parent Meetings					100
APR 27 1972		473			105	

Figure XXIII (See page 57 - A)

2. Participants.

a. 90 Teachers, Grades 1-4, Public Schools.

16 Teachers, Grades 1-4, Non-Public Schools.

200 Tutors, Public Schools.

50 Tutors, Non-Public Schools.

Parents, undetermined.

7,850 Children, Grades 1-4, Public Schools.

1,400 Children, Grades 1-4, Non-Public Schools.

b. 32 Target Schools, Public.

8 Target Schools, Non-Public.

c. Criteria for selection. Seeds Needs Assessment,
pages 11-29.

	SUB-COMMITMENT											
POSITION	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	4.1	4.2	4.3	<u>F.T.E.</u>
Project Director												(5 day)
Evaluator/Assessor	.05			.30		.05			.10	.47	.03	1.00
Reading Specialist	.15	.10		.60	.15							1.00
Cont. Manager	.10	.10		.12	.08							.40
Community Agent	.10	.30	.10	.10	.20		.15	.05				1.00
										Professional		3.40
Secretary									.75	.25		1.00
Office Education Student									.72	.25		.60
Tutor/Trainers												
Tchr Asc I		.10		.30	.10							.50
Tchr Asc II		.20		1.00	.30							1.50
										Non-Professional		3.60
Professional				3.40								
Non-Professional				3.60								
												7.00

b. Technical Assistance.

(1) Anticipated.

Consultants for reading in-service.

Consultants for tutor program.

Consultants for computer program.

Consultants for parent-education program.

Consultants for evaluation design.

(2) Contract for Technical Assistance. Performance

contracts developed through noncompetitive procedures will be negotiated for technical assistance. A letter will be written to the specific consultant or agency involved stating the type of help needed and the fee involved. This letter, in conjunction with a form letter indicating acceptance of the invitation will constitute the performance contract.

Records of such services and results of the consultations will be kept by the Project Director. Appropriate reports will be made to the United States Office of Education.

c. Facilities, Materials, and Equipment. See pages 68-73.

C. Communication.

A general communication system will serve all components of the project and is discussed on pages 77-78.

D. Evaluation. See pages 79-71.

Instructional Systems Component (2.0^a)

A. Planning and Organization

1. Description and Rationale. The Instructional Systems component of the project will attempt to develop and demonstrate techniques being studied and implemented in the Staff Development component. Sub-categories of the Instructional Systems component include a Demonstration Center (2.1), Training Program for Teachers and Tutors (2.2) in the Center, and development of Computer Support Services (2.3).

a. Demonstration Center (2.1). The Demonstration Center will be housed in one and perhaps up to four of the public elementary schools of the District. Several tentative sites have been identified. Because the project emphasis is on the translation of innovative relationships and techniques to a standard classroom rather than to a richly supported clinic or center, children in the demonstration school will have only limited physical access to the Demonstration Center itself. The equivalent of a two-classroom area will be designated as the Demonstration Center.

Up to four primary classrooms--teachers and children--will participate for a minimum of 30 minutes, four times a week to carry out ad hoc skill grouping based on diagnosis of the specific problems of each child. The skills center staff will include a reading specialist, an assessment specialist whose primary background is psychology, and para-professionals (tutors/trainers).

^a Components and sub-components have been numbered to facilitate referencing throughout the project forms and narrative.

When the teacher and children return to their classroom for normal classroom instruction, the resources of the Demonstration Center staff will be available on a scheduled basis. This help will include tutorial support from the paid tutors/trainers in the Center as well as from a volunteer tutor support group similar to those existing in the building-units not part of the Demonstration Center. It is in the translation of services to typical individual classrooms that the major effort of the Instructional Systems component will concentrate.

A Pilot Skills Center (PSC) was funded as a district contribution during the summer of 1971 to serve as a prototype of the Demonstration Center and to develop initial refinements in proposed Center relationships. Students within the PSC participated in selected activities.

During the proposed third year of the project, the alternative treatments will be stored in a computer supported search system. A functional thesaurus constructed on the model of the

thesaurus of ERIC Descriptors will be utilized in the computer supported search system. Major descriptor categories will include work attack skills, comprehension skills, learning styles of students, learning channels, interest of students, and chronological ages. Specific indexing will be a major responsibility of the staff of the Skills Center.

A Contingency Manager will design and supervise schedules of reinforcements at outlying target schools upon request. During the regular classroom activities, as a child is observed performing in a desirable manner, "bonus" reinforcement will be given immediately. The development of the RE Area in the Pilot Skills Center suggested modifications to the operational procedure for the Demonstration Center which have been incorporated in the second-year project design.

b. Training Program for Teachers and Tutors (2.2).

Teachers, paraprofessionals, and volunteer tutors assigned to the Demonstration Center will receive special training made possible

through the continuing access they have to the Project staff and the resources of the Demonstration Center. The equivalent of two full-time Tutors/Trainers (paraprofessionals) will assist in the training of volunteer tutors outside, as well as inside the demonstration school. In addition, the Tutors/Trainers will provide limited services to teachers in the off-center building-unit cadres, primarily to accommodate unusual needs for tutorial service, and to index and produce Reading Skill Task Units.

c. Computer Support Services (2.3). The District Division of Instructional Services is placing increasing emphasis upon the need for utilizing District computer hardware for instructional purposes. Several activities aimed at obtaining appropriate software are now occurring.

- 1.) Surveys have been and are being made of existing information retrieval systems.
- 2.) Plans are being made for the development of a student file.
- 3.) Project BASIC Reading and Project BASIC Mathematics are proposing to pilot a prototype of computer-manager instruction, with the use of a computer terminal in a school.
- 4.) Visits are being made to other federal projects to examine computer statistical programs currently in use.
- 5.) Student test answer sheets are being pre-identified with a matrix of student variables in order to facilitate multiple correlation and regression techniques.

2. Component Objectives. The following second-year objectives for the Instructional Systems component of the project are presented on the pages indicated.

Product Objectives		Process Objectives	
	Page No.		Page No.
2.1-0-C1	40	2.1-1-01	41
		2.1-1-02a	41
		2.1-1-02b	41
		2.1-1-02c	41
		2.1-1-03	41
2.1-0-02	40	2.2-1-01	42
		2.2-1-02	42
2.1-0-03	40		
2.2-0-01	42		

APR 27 1972

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20540

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

Title III, Elementary and Secondary Education Act of 1965 - Supplementary Centers and Services Program
Section 306, PL 91-230

NOTE: Please read the attached instructions before completing this form

AGENCY'S NAME & ADDRESS: Cedar Rapids Community School District, 346 Second Avenue S.W., Cedar Rapids, Iowa		STATE: Iowa
PROJECT NUMBER 71-7048	GRANT NUMBER 0-71-1733 (290)	BUDGET PERIOD: BEGINNING July 1, 1972 ENDING June 30, 1973

CHECK ONE BLOCK IN EACH COLUMN TO INDICATE PURPOSE FOR WHICH THIS FORM IS BEING PREPARED	☐ PROPOSED BUDGET SUMMARY ☐ ESTIMATED EXPENDITURE REPORT ☐ FINAL EXPENDITURE REPORT	☒ Instructional Systems ☐ TITLE III OVERALL ADMINISTRATIVE COSTS ☐ OVERALL TITLE III COSTS ☐ LOCAL AND OTHER SUPPORTIVE COSTS ☐ TOTAL COSTS; TITLE III, LOCAL, OTHER SUPPORTIVE COSTS	COMPONENT
--	--	---	-----------

PART I - EXPENDITURES (OTHER THAN CONSTRUCTION)

EXPENDITURE ACCOUNT	SALARIES				EXPENSE CLASSIFICATION					TOTAL EXPENDITURES	NEGOTIATED BUDGET
	FUNCTIONAL CLASSIFICATION	ACTIVITY	PERSONNEL	NON-PERSONNEL	CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	OTHER EXPENSES		
1 ADMINISTRATION	100	1	3	4	5	6	7	8	9	10	11
2 INSTRUCTION	200	2	19,271	5,076	1,100	2,200	1,800		1,500	30,947	
3 ATTENDANCE SERVICES	300										
4 HEALTH SERVICES	400										
5 SPECIAL TRANSPORTATION SERVICES	500										
6 OPERATION OF PLANT	600										
7 MAINTENANCE OF PLANT	700										
8 FIRED CHARGES	800		1,928	507						2,435	
9 FOOD SERVICES	900										
10 STUDENT BODY ACTIVITIES	1000										
11 COMMUNITY SERVICES	1100										
12 RECOVERING IN COSTS TOTAL MORE THAN 100% ENTER IN PART B1	1200										
13 CAPITAL OUTLAY (EQUIPMENT ONLY)	1300							300		300	
TOTAL			21,199	5,583	1,100	2,200	1,800	300	1,500	33,682	
14 NEGOTIATED BUDGET											

BUDGET SUMMARY WORKSHEET ----- BY SUB-CATEGORIES OF COMPONENTS

COMPONENT: 2.0 Instructional Systems

Expense Classification

Function	Task/ Item	3	4	5	6	7	8	9	10
Admstrn 100	2.1								
	2.2								
	2.3								
Instrn 200	2.1	14,259	3,874		1,700	400		300	
	2.2	4,237	1,202						
	2.3	775		1,100	500	1,400		1,200	
		19,271	5,076	1,100	2,200	1,800		1,500	30,947
FixChg 800	2.1	1,426	387						
	2.2	424	120						
	2.3	78							
		1,928	507						2,435
ComSvc 1100	2.1								
	2.2								
	2.3								
CapOut 1230	2.1						300		
	2.2								
	2.3								
							300		300
		21,199	5,583	1,100	2,200	1,800	300	1,500	33,682

COST-ESTIMATE WORKSHEET

Task/Item No. 2.1

Expense Classification	Almstrn 100	Instrn 200	FixChg 800	ComSvc 1100	CapOut 1230
3. Salaries, Professional		14,259	1,426		15,685
4. Salaries, Non-professional		3,874	387		4,261
5. Contracted Services					
6. Materials and Supplies		1,700			1,700
7. Travel (and Mileage)		400			400
8. Equipment					300
9. Other Expenses		300			300
TOTAL EXPENDITURES		20,533	1,813		300
					22,646

Expense	Name and Title, Purpose, or Item	Project Time ACCOUNT NUMBER	Part	Quantity	Salary, Rental or Unit Cost	Amount Budgeted
3-2000	Evaluator/Coordinator		.30		15,500	4,650
	Reading Specialist; Filip, Lynda		.60		12,895	7,737
	Contingency Program; Hronek, Judy		.12		9,010	1,081
	Community Agent; Fry, Greer		.10		7,910	791
						14,259
1-800	Fixed Charges, 10%					1,426
1-200	Unassigned, Tutor/Trainer (Tchr Asc I)		.30			1,210
	unassigned, Tutor/Trainer (Tchr Asc III)		1.00			2,664
						3,874
-800	Fixed Charges, 10%					387
-200	Materials and Supplies for Demonstration Center(s)					1,500
	General					200
	Production Services					
APR 27 1972		485				118

Expense Class	Name and Title, Purpose, or Item	Project Time ACCOUNT Part NUMBER	Quantity	Salary, Rental or Unit Cost	Amount Budgeted
7-200	Travel, Demonstration Center Staff				400
8-1230	Equipment for Demonstration Center(s) (furniture, files, media equipment)				300
9-200	Telephone Service to Dial-Access System				300
APR 27 1972		486		118A	

COST-ESTIMATE WORKSHEET

Task/Item No. 2.2

Expense Classification	Admstrn 100	Instrn 200	FixChg 800	ComSvc 1100	CapOut 1230
3. Salaries, Professional		4,237	424		4,661
4. Salaries, Non-professional		1,202	120		1,322
5. Contracted Services					
6. Materials and Supplies					
7. Travel (and Mileage)					
8. Equipment					
9. Other Expenses					
TOTAL EXPENDITURES		5,439	544		5,983

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Amount Budgeted
		ACCOUNT NUMBER	Part			
3-200	Reading Specialist; Filip, Lynda Contingency Program; Hronek, Judy Community Agent; Fry, Greer		.15		12,895	1,934
			.08		9,010	721
			.20		7,910	1,582
						4,237
3-800	Fixed Charges, 10%					424
1-200	Unassigned, Tutor/Trainer (Tchr Asc I) Unassigned, Tutor/Trainer (Tchr Asc III)		.10			403
			.30			799
						1,202
1-800	Fixed Charges, 10%					120
APR 27 1972		487			119	

COST-ESTIMATE WORKSHEET

Task/Item No. 2.3

Expense Classification	Admstrn 100	Instrn 200	FixChg 800	ComSvc 1100	CapOut 1230
3. Salaries, Professional		775	78		853
4. Salaries, Non-professional					
5. Contracted Services		1,100			1,100
6. Materials and Supplies		500			500
7. Travel (and Mileage)		1,400			1,400
8. Equipment					
9. Other Expenses		1,200			1,200
TOTAL EXPENDITURES		4,975	78		5,053

Expense 98	Name and Title, Purpose, or Item	Project Time ACCOUNT NUMBER	Part	Quantity	Salary, Rental or Unit Cost	Amount Budgeted
3-200	Evaluator/Coordinator		.05		15,500	775
3-800	Fixed Charges, 10%					78
5-200	Computer Services Consultants					
	General		8 days		100/day	800
	RST Analysis (Arthur Wulfsberg)		3 days		100/day	300
5-200	Programs, Supplies					500
7-200	Travel					
	Consultants					800
	Staff at DP Seminars					600
3-200	Pilot Computer Terminal (remote)					1,200
APR 27 1972		488			120	

Figure XXV (See page 57 - A)

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121

2. Participants.

- a. 4 Teachers, Grades 1-4, Demonstration School.
4 Tutors, Demonstration School.
Parents, Demonstration School, undetermined.
130 Children, Demonstration School, Grades 1-4.
- b. 1 Target School (Demonstration Center).
- c. Criteria for selection. See Needs Assessment, pages 11-29.

3. Resources.

- a. Personnel. See Fig. 24, page 108.
- b. Technical Assistance.
 - (1) Anticipated.
Consultants for operation of Demonstration Center.
Consultant for training Demonstration Staff.
Consultant for computer services.
 - (2) Technical Assistance Plan. See page 109.
- c. Facilities, Materials, and Equipment. See pages 68-73.

C. Communication.

For a discussion of the general communication system for the project, refer to pages 77-78. This system will serve all components of the project.

D. Evaluation. See pages 79-91.

Community Involvement Component (3.0^a)

A. Planning and Organization

1. Description and Rationale. The Community Involvement component of the project includes two sub-components--the Community Advisory Council (3.1) and Communications (3.2). "Community" in the sense of this proposal is considered to include representatives from all parts of the community who may be related to the project either as clients or as staff.

a. Advisory Council (3.1). Reference has already been made to the activities of the Ad Hoc Community Advisory Council (p. 3) and projections for its permanent status have been outlined. It is the intent of this proposal that the Community Advisory Council serve as an informal "board of directors" advising on all activities of the project as well as providing specific expertise in approaching problems or needs identified during the operation of the proposal.

b. Communications (3.2). The proposed communications system of the project has been previously outlined (p. 77) and will provide for both internal communication and dissemination, that is, communication with persons not directly involved in the project activity. It should be noted that one rationale for developing Building-Unit Cadres was the increased probability of more effective communication with non-participating staff in the off-center sites. The community involvement component includes the noted publications and communications input systems as well as the dial-access update tapes and code-a-phone hotline service. A discussion of the Management Review Briefing can be found on page 74 of this proposal.

^a Components and sub-components have been numbered to facilitate referencing throughout the project forms and narrative.

2. Component Objectives. The following second-year objectives for the Community Involvement component of the project are presented on the pages indicated.

Product Objectives

Page No.

3.1-0-01 43

3.2-0-01 44

Process Objectives

Page No.

3.1-1-01 43

3.2-1-01 44

3.2-1-02 44

3.2-1-03 44

Title IV, Elementary and Secondary Education Act of 1965 - Supplementary Centers and Services Program

Part 7. Please read the attached instructions before sending this to the FBI.

3.0 Community Involvement CCH POWER
TITLE III OVERALL ADMINISTRATIVE COSTS
 OVERALL TITLE III COSTS
 LOCAL AND OTHER SUPPORTIVE COSTS
 TOTAL COSTS; TITLE III, LOCAL, OTHER
 SUPPORTIVE COSTS

EXPENSE CLASSIFICATION

REL	COUNTRY	OTHER EXPENSES	TOTAL EXPENDITURES	NEGOTIATED BUDGET V
		0	0	0
		675	975	1
00		100	2,591	
00		575	3,566	0

BUDGET SUMMARY WORKSHEET ----- BY SUB-CATEGORIES OF COMPONENT

COMPONENT: 3.0 Community Involvement

Expense Classification

Function	Task/ Item	3	4	5	6	7	8	9	10
Admstrn 100	3.1								
	3.2				500			475	
					500			475	975
Instrn 200	3.1								
	3.2								
FixChg 800	3.1								
	3.2								
ComSvc 1100	3.1	1,306		50	200	500		100	
	3.2	435							
		1,741		50	200	500		100	2,591
CapOut 1230	3.1								
	3.2								
		1,741		50	700	500		575	3,566

APR 27 1972

COST-ESTIMATE WORKSHEET

Task/Item No. 3.1

Expense Classification	Admstn 100	Instrn 200	FixChg 800	ComSvc 1100	CapOut 1230
3. Salaries, Professional				1,306	1,306
4. Salaries, Non-professional					
5. Contracted Services				50	50
6. Materials and Supplies				200	200
7. Travel (and Mileage)				500	500
8. Equipment					
9. Other Expenses				100	100
TOTAL EXPENDITURES				2,156	2,156

Expense class	Name and Title, Purpose, or Item	Project Time ACCOUNT NUMBER	Part	Quantity	Salary, Rental or Unit Cost	Amount Budgeted
3-1100	Community Agent; Fry, Greer		.15		7,910	1,187
3-800	Fixed Charges, 10%					119
5-1100	Speakers for Community Council Functions		2 half-days		50/day	50
6-1100	Supplies and Pamphlets for Committee Work and General Meetings					200
7-1100	Mileage (local) Volunteer Workers 100.00 Travel (including 400.00 conferences community representatives are required to attend)					500
9-1100	Motivation and Recognition Programs					100
APR 27 1972		495			128	

COST-ESTIMATE WORKSHEETTask/Item No. 3.2

Expense Classification	Admstrn 100	Instrn 200	FixChg 300	ComSvc 1100	CapOut 1230
3. Salaries, Professional				435	435
4. Salaries, Non-professional					
5. Contracted Services					
6. Materials and Supplies	500				500
7. Travel (and Mileage)					
8. Equipment					
9. Other Expenses	475				475
TOTAL EXPENDITURES	975			435	1,410

Expense as	Name and Title, Purpose, or Item	Project ACCOUNT NUMBER	Time Part	Quantity	Salary, Rental or Unit Cost	Amount Budgeted
5-100	Production Services: Supplies for Bulletins, Newsletters, etc.					500
3-100	Telephone Service Update/Hotline					375
3-100	Postage					100
3-1100	Community Agent; Fry, Green		.05		7,910	395
3-1100	Fixed Charges, 10%					40
APR 27 1972						496
						129

Figure XXVI (See page 57 - A)

APR 27 1972

497

130

2. Participants.

- a. Members of the Community Advisory Council.
(Variable number)
- b. 40 Target Schools and the external public.
- c. Recruits from the volunteer corps.

3. Resources.

- a. Personnel. See Figure XXIV, page 108.
- b. Technical Assistance.
 - (1) Anticipated.
Speakers for Community Advisory Council functions.
 - (2) Technical Assistance Plan. See page 109.
- c. Facilities, Materials, and Equipment. See pages 68-73.

C. Communication.

A general communication system will serve all components of the project and is discussed on pages 77-78.

D. Evaluation. See pages 79-91.

Project Management Component (4.0¹)

A. Planning and Organization

1. Description and Rationale. The Project Management component includes three sub-categories - System Analysis (4.1), Evaluation (4.2), and Independent Audit (4.3).

a. System Analysis (4.1). This sub-component of Project Management is responsible for the integrated planning and control of the program. That portion of System Analysis dealing with the organization of the Project Office and its relation to the permanent organization of the district has already been discussed (page 60-61 and page 74-75). However, only brief reference has been made to several critical management tools which have been selected to facilitate management of the project. They include a Work-Breakdown Structure Matrix and detailed Work Statements indexed to the matrix. This system provides the means for delegating and identifying specific effort to be performed by specific project personnel as required to achieve the process and product objectives for each component of the project.

A copy of the Work-Breakdown Structure Matrix is included on page 134 of this proposal. Items (sub-components) of the project are listed horizontally at the top of the matrix. Task Groups (identified on the project organization chart, (page 63) are listed vertically. When a particular Task Group has been delegated specific responsibility for one or more tasks in a sub-component of the project, an X is placed in the corresponding cell of the matrix and an appropriate Work Statement prepared.

Summary Work Statements can be prepared for either a Task Group or a sub-component (Item). For example, sample Work Statements have been prepared for the Contingency Program Task Group, (G, pages 135-136) and for the Reading Systems Task Group, (H, pages 137-138). Careful examination of the sample Work Statements will show how the Work-Breakdown Structure Matrix can be used to define tasks; summarize tasks by groups of sub-components; estimate costs within a cell, by groups, or by sub-components; and serve as a continuing monitor of project activity and performance. Tasks on the Work Statements provide the basis for P.E.R.T. or C.P.S. analyses. A complete set of Work Statements, one for each cell in the Matrix, will be written and periodically updated to provide a flexible, discriminating tool for planning, programming, and budgeting by objectives.

A three-dimensional model displaying the components of the project, the levels of activities or tasks, and the types of objectives is presented in Figure 28. Most management tasks and costs have been assigned to the Project Management component. The manager level for the remaining components is conceived largely as a type of delegated or programmed responsibility that relates to the daily operation of the project rather than to the overall management function.

b. Evaluation (4.2).

c. Independent Audit (4.3). The evaluation and Independent Audit sub-components have been so completely described elsewhere in this proposal that they will only be referenced here: see pages 79 - 91 and 92.

Figure 28.

WORK-BREAKDOWN STRUCTURE MATRIX

Task Level Code

M Manager

O Operator

P Performer

ITEMS

TASK GROUP		1.1 Building-Unit Cadre	1.2 Volunteer Tutors	1.3 Parent Education	2.1 Demonstration Center	2.2 Training, Teachers/Tutors	3.1 Computer Support Services	3.2 Advisory Council	4.1 Communications	4.2 System Analysis	4.3 Evaluation	TOTAL
A. Pub. Inf.	E. Moon											
B. Data Proc.	D. Welander											
C. Research	G. Ross											
D. Media & Mtls.	R. Foley											
E. In-Service	W. Rainbow											
F. Evaluation- Assessment	E. Hatch											
G. Contg. Prog.	J. Hronek R. Wills	X	X	X	X	X		X	X		X	
H. Reading Syst.	L. Filip M. Hazelton	X	X	X	X					X		
I. Parent Sves.	Comm. Agent											
J. Fed. Progs.	A. Drahos											
K. Demon. Staff	Lead Tchr.											
L. Bldg. Cadres Public	Lead Tchrs.											
M. Bldg. Cadres Non-Public	Lead Tchrs.											
N. Purchasing	Don Grant											
O. Accounting	A. Watson											
P. Comm. Advsy.	C. Means											
Q. Indpt. Audit	I.D.E.A.											
R. Proj. Mgt.	P. Diaz											
TOTAL												
COMPONENT TOTALS												

501

1.0 Staff
Development2.0 Instrl.
Systems3.0 Comm.
Involvement4.0 Project
Management

134

5/12/71

Figure 28.

TASK WORK STATEMENT

CONTINGENCY PROGRAM

RFP ITEM

- G 1.1 a.) Provide information on concept of contingency management through in-service sessions.
- b.) Provide assistance in setting up contingency contracts in the classroom.
- G 1.2 a.) Provide information on concept of contingency management.
- b.) Supervise assistance given tutors in setting up RE activities in the classroom so that tutor can work with teacher in setting up contracts.
- G 1.3 Acquaint parents with method of using positive reinforcement as an aid in developing a more favorable self-concept.
- GG 2.1 a.) Provide activities for the individual student which will motivate him to complete tasks. Update RE Menu.
- b.) Supervise students in RE area.
- c.) Reinforce student during regular activities as desirable behavior is occurring.
- d.) Tabulate and record RE activities chosen by individual students.
- e.) Record number of tasks completed each day by individual students.
- G 2.2 a.) Provide practicum visits. Teachers observe contingency management in demonstration center and apply motivational techniques to their classrooms.

RFP ITEM

- b.) Supervise small group meetings where teachers discuss techniques used and modifications.
 - c.) Supervise tutor in demonstration center and provide experience in developing RE activities and working with individual students in RE area.
 - d.) Supervise tutors training of the volunteer tutors in contingency management.
- G 3.1 Inform advisory council of motivational techniques in use and about the development of the RE area.
- G 3.2 Provide information to communications system for appropriate dissemination.
- G 4.2
- a.) Provide information for evaluation of pre and post test on Homme's book.
 - b.) Provide information for evaluation of pre and post list of reinforcers used in the classroom.
 - c.) Provide situation shorts for each teacher to describe techniques for positively reinforcing students and develop rating scale.
 - d.) Videotape sample classrooms and develop rating scale for assessing type and frequency of motivational techniques in use.

TASK WORK STATEMENT

READING SYSTEMS

RFP ITEM

H 1.1 Building-Unit Cadre

Plan and facilitate implementation of pre-school workshop training, in-service day sessions, and monthly update meetings for each of the four grade levels.

Assist Lead Teachers in developing techniques for sharing information and knowledge with other teachers in the Cadre.

Evaluate teacher's statement of their own in-service needs, and incorporate this information in the planning, implementation, and continuous assessment of the in-service program.

H 1.2 Volunteer Tutors

Provide pre-service orientation in-service.

Counsel with the co-ordinators of tutor programs on the best way to meet the needs of Project BASIC, as well as those of already established programs.

Co-ordinate weekly training sessions in materials and techniques in reading instruction.

H 1.3 Parent Education

Hold an initial orientation session with parents of the children in the eight classrooms of the Demonstration Center. (Perhaps also with other parents of the district.)

H 2.1 Demonstration Center

Supervise and coordinate tutorial services in the Demonstration Center.

H 2.1 Demonstration Center

Supervise and coordinate tutorial services in the Demonstration Center.

Supervise and coordinate Demonstration Center tutors in their weekly training of volunteer tutors.

Develop and demonstrate, with cooperation of the teachers of the classes brought into the Center, techniques of teaching skills and motivating learning in relation to needs of individuals or small groups within a classroom.

H 4.2 Evaluation

Assist in development of evaluation techniques to assess efforts of students, teachers, tutors, and Center staff.

Assist in supervising collection of evaluation data in the functioning of the above classes of personnel.

Assist in interpreting, evaluating data collected, and revising evaluation techniques as necessary.

Provide information needed for independent audit.

Keep records necessary to provide the above information.

OBJECTIVES MODEL - Project BASIC

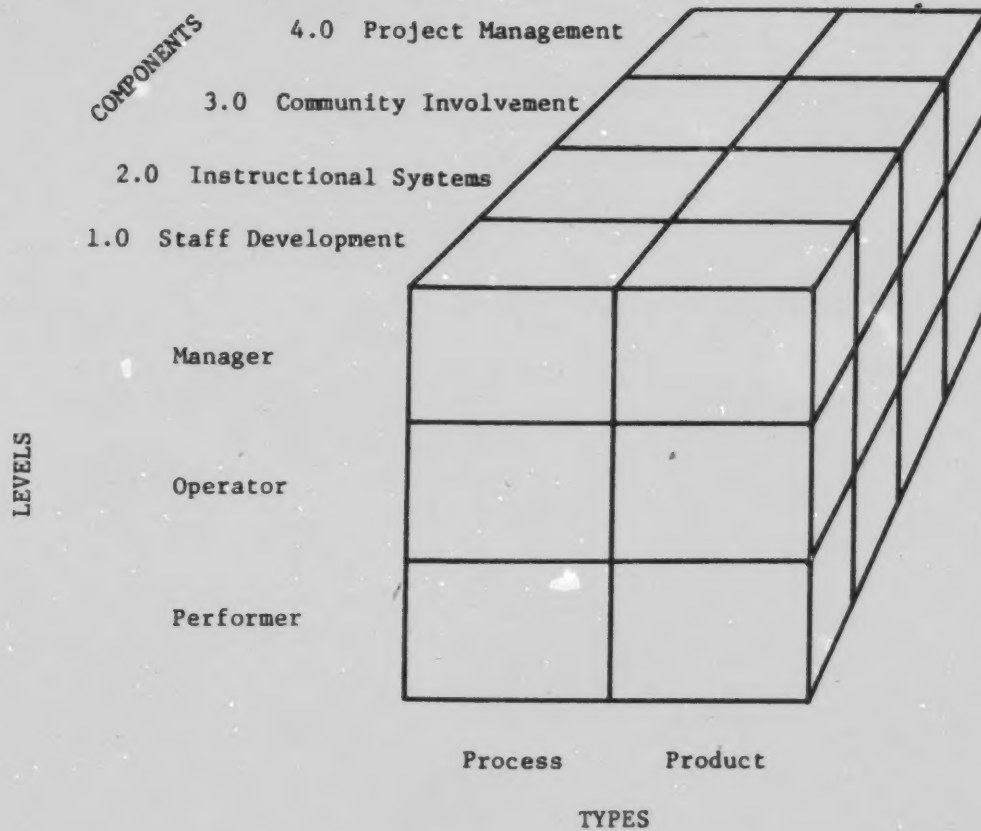


Figure 28. Objectives Model.

2. Component Objectives. The following second-year objectives for the Project Management component of the project are presented on the pages indicated.

Product Objectives		Process Objectives	
	Page No.		Page No.
4.1-0-01	45	4.1-1-01	45
4.1-0-02	45	4.1-1-02	45
4.1-0-03	45		
4.2-0-01	46	4.1-1-03	45
4.2-0-02	46		
4.3-0-01	47	4.1-1-04	45
		4.2-1-01	46
		4.2-1-02	46
		4.3-1-01	47
		4.3-1-02	47

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS
 H, Elementary and Secondary Education Act of 1965 - Supplementary Centers and Services Program
 Section 306, PL 41-230

2007: Please use completed questionnaire by the deadline date (and

AGENCY'S NAME & ADDRESS:

Cedar Rapids Community School District, 346 Second Avenue S.W., Cedar Rapids	
PROJECT NUMBER	GRANT NUMBER

STATE:

Iowa

BUDGET PERIOD:

BE BEGINNING JULY 1, 1972 ENDING JUNE 30, 1977

71-7048

026-

0-71-1733 (290)

CHECK ONE BLOCK IN EACH COLUMN TO INDICATE PURPOSE FOR WHICH THIS FORM IS BEING PREPARED

☐ PROPOSED BUDGET SUMMARY
☐ ESTIMATED EXPENDITURE REPORT
☐ FINAL EXPENDITURE REPORT

4.0 Project Management COM PONEN
 TITLE III OVERALL ADMINISTRATIVE COSTS
 OVERALL TITLE III COSTS
 LOCAL AND OTHER SUPPORTIVE COSTS
 TOTAL COSTS; TITLE III, LOCAL, OTHER
 SUPPORTIVE COSTS

PART I - EXPENDITURES (OTHER THAN CONSTRUCTION)

EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION						BUDGET	
FUNCTIONAL CLASSIFICATION	ACTIVITY NO.	PERSONNEL		MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	OTHER SERVICES	TOTAL EXPENDITURES	NEGOTIATED BUDGET
		PROFESSIONAL	NON-PROFESSIONAL						
	1	3	4	5	7	8	9	10	11
ADMINISTRATION	100	10,238	5,763	1,000	1,325		800	22,626	
INSTRUCTION	200								
ATTENDANCE SERVICES	209								
HEALTH SERVICES	400								
PUBLIC TRANSPORTATION SERVICES	500								
OPERATION OF PLANT	600								
Maintenance of Plant	700								
FIXED CHARGES	800	1,024	577					1,601	
GOOD SERVICES	900								
STUDENT BODY ACTIVITIES	1000								
COMMUNITY SERVICES	1100								
REMODELING OR COSTS TOTAL SCHE TRANSITION (PRIOR TO PART II)	1200								
CAPITAL OUTLAY	1300								
TOTAL	→	11,262	6,340	3,500	1,325		800	24,227	
NEGOTIATED BUDGET	→								

BUDGET SUMMARY WORKSHEET ----- BY SUB-CATEGORIES OF COMPONENTS

COMPONENT: 4.0 Project Management

Expense Classification

Function	Task/ Item	3	4	5	6	7	8	9	10
Admstrn 100	4.1	1,988	4,147	1,500	500	400		700	
	4.2	7,785	1,616	200	500	725		100	
	4.3	465	.	1,800		200			
		10,238	5,763	3,500	1,000	1,325		800	22,626
Instrn 200	4.1								
	4.2								
	4.3								
FixChg 800	4.1	199	415						
	4.2	778	162						
	4.3	47							
		1,024	577						1,601
ComSvc 1100	4.1								
	4.2								
	4.3								
CapOut 1230	4.1								
	4.2								
	4.3								
		11,262	6,340	3,500	1,000	1,325		800	24,227

COST-ESTIMATE WORKSHEET

Task/Item No. 4.1

Expense Classification	Admstrn 100	Instrn 200	FixChg 800	ComSvc 1100	CapOut 1230
3. Salaries, Professional	1,988		199		2,187
4. Salaries, Non-professional	4,147		415		4,562
5. Contracted Services	1,500				1,500
6. Materials and Supplies	500				500
7. Travel (and Mileage)	400				400
8. Equipment					
9. Other Expenses	700				700
TOTAL EXPENDITURES	9,235		614		9,849

Expense 88	Name and Title, Purpose, or Item	Project Time ACCOUNT NUMBER	Part	Quantity	Salary, Rental or Unit Cost	Amount Budget
3-100	Evaluator/Coordinator Project Director; Diaz, A. P. (five days only, balance of contract and service is contribution of District)		.10 5 day		15,500	1,550 438 1,988
3-800	Fixed Charges, 10%					199
4-100	Unassigned, Secretary Office Education Student Part-time		.75 .75		3,863 1,400	2,897 1,050 200 4,147
4-800	Fixed Charges, 10%					415
5-100	Technical Assistance - Arthur Wulfsberg		15 days		100/day	1,500
6-100	Office Supplies, Reference Books, Pro- duction Services for Reports, Bulletins, etc. of Administration Nature					500
7-100	Travel Expenses					400
9-100	Telephone Services (including long-distance)					600
9-100	Postage					100
APR 27 1972		510			144	

COST-ESTIMATE WORKSHEET

Task/Item No. 4.2

Expense Classification	Admstrn 100	Instrn 200	FixChg 800	ComSvc 1100	CapOut 1230
3. Salaries, Professional	7,785		778		8,563
4. Salaries, Non-professional	1,616		162		1,778
5. Contracted Services	200				200
6. Materials and Supplies	500				500
7. Travel (and Mileage)	725				725
8. Equipment					
9. Other Expenses	100				100
TOTAL EXPENDITURES	10,926		940		11,866

Expense SS	Name and Title, Purpose, or Item	Project ACCOUNT NUMBER	Time Part	Quantity	Salary, Rental or Unit Cost	Amount Budgeted
3-100	Evaluator/Coordinator Part-time Staff for Evaluation Activities (observing, etc.)		.47 20 days		15,500 25/day	7,285 500 7,785
3-800	Fixed Charges, 10%					778
4-100	Unassigned, Secretary Office Education Student Part-time (typists, non-professional evaluation assistants, etc.)		.25 .25		3,863 1,400	996 350 300 1,616
4-800	Fixed Charges, 10%					162
5-100	Evaluation Consultants (inc. EPIC)		2 days		100/day	200
6-100	Production Services Tests, Supplies					200 300
		511			145	

Figure XXIX (See page 57-a)

APR 27 1972

514

148

2. Participants.

a. Project Office Staff.

Lead Teachers.

Building Principals.

b. 40 Target Schools.

3. Resources.

a. Personnel. See Fig. 24, page 108.

b. Technical Assistance.

(1) Anticipated.

Mr. Arthur Wulfsberg, Management Consultant.

Computer Consultants

(2) Technical Assistance Plan. See page 109 .

c. Facilities, Materials, and Equipment. See pages 68-73.

C. Communication.

A general communication system will serve all components of the project and is discussed on pages 77-78.

D. Evaluation. See pages 79-91.

COST-ESTIMATE WORKSHEET

Task/Item No. _____

Estimated Expenditure ReportFunctional Classification

Expense Classification	Admstrn 100	Instrn 200	FixChg 800	ComSvc 1100	CapOut 1230
3. Salaries, Professional	_____	_____	_____	_____	_____
4. Salaries, Non-professional	_____	_____	_____	_____	_____
5. Contracted Services	400.00	_____	_____	_____	_____
6. Materials and Supplies	20.00	_____	_____	_____	_____
7. Travel (and Mileage)	405.02	_____	_____	_____	_____
8. Equipment	-0-	_____	_____	_____	_____
9. Other Expenses	224.75	_____	_____	_____	_____
TOTAL EXPENDITURES	\$1,049.77	_____	_____	_____	_____

Expense ID	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Amount Budgeted
		Full	Part			
5	Dr. Roger Farr, Indiana University, Consultant on Evaluation Design				\$150.00	
5	Mr. Art Wulfsberg, Management Component Section, development, design and con- sultation				250.00	
6	Paper for printing and production; news- letter, testing instructions and schedules, baseline data instruments				20.00	
7	Developmental Conference, Chicago, April 12-14, 1971				279.02	
7	Dr. Roger Farr (Consult. Eval. Design)				126.00	
9	Telephone				99.75	
9	Printing Production, Communication				50.00	
9	Printing Production, Project Proposal				75.00	
					\$1,049.77	
			517			152

Current Budget Expenditures

NOTE: Pages 153-a, 153-b, and 153-c comprise the project budget summary of current budget expenditures as of March 31, 1972, the latest printout available.

- 1.) Project activity is occurring at a faster rate during the months of April and May.
- 2.) Budgeted salary accounts are pro-rated on a 12-month basis from August through July and thus seem underspent. They will, however, be liquidated on schedule as of June 30, 1972.

4/27/72

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APR 27 1972

518

1004

03-31-72

C E D A R R A P I D S COMMUNITY S C H O O L S

BUDGET SUMMARY

PAGE 144

PRG DATE	ADJUSTMENTS	APPROPRIATION	***** PRG CONTING CURRENT MONTH	***** EXPENDITURES YEAR TO DATE	INFERRED BALANCE	***** EMPLOYEES	INFERRED BALANCE
01-117.04 03-31-72	FED PRG-SAL-EVALUATOR-ASSESS-PROJ BASIC 14,295.00	7,442.92	1,272.92	4,016.74	7,379.26		7,379.26
01-117.07 03-31-72	FED PRG-SAL-COMMUNITY AGENT-PROJ BASIC 9,400.00	2,624.40	654.10	3,280.50	5,119.50		5,119.50
01-118.02 03-31-72	FED PRG-SAL-PROJECT DIRECTOR-PROJ BASIC 430.00	257.33		257.33	172.67		172.67
01-119.01 03-31-72	FED PRG-SAL-CLERICAL-PROJECT BASIC 2,350.00	1,332.90	176.67	1,450.20	900.90		900.90
01-119.02 03-31-72	FED PRG-SAL-SEC & CLER-NR.-PROJ BASIC 5,750.00	2,654.90	204.30	2,050.90	2,700.20		2,700.20
01-122.08 03-31-72	FED PRG-SAL-READING SPEC.-PROJECT BASIC 12,491.00	6,245.52	1,040.92	7,286.44	5,204.56		5,204.56
01-122.09 03-31-72	FED PRG-SAL-COMTING PRG-PROJECT BASIC 4,065.00	2,414.52	402.42	2,816.94	1,248.06		1,248.06
01-122.10 03-31-72	FED PRG-SAL-PRIMARY EDUC-PROJECT BASIC 340.00				340.00		340.00
01-122.11 03-31-72	FED PRG-SAL-BLOG UNIT CADRE TRNG-BASIC 14,655.00	11,145.60		11,145.60	3,509.40		3,509.40
01-122.12 03-31-72	FED PRG-SAL-BLOG UNIT CADRE SUPRT-BASIC 1,200.00				1,200.00		1,200.00
01-142.12 03-31-72	FED PRG-SAL-PARAPROF TUTOR-TRNR-BASIC 13,672.00	5,217.31	1,638.11	6,845.42	6,826.59		6,826.59
01-224.01 03-31-72	FED PRG-SAL-SUBST TCHRS-PROJECT BASIC 3,300.00	755.00	1,093.00	1,848.00	1,452.00		1,452.00
01-331.00 03-31-72	FED PRG-COMT SER-AUDIT-PROJECT BASIC 2,500.00	750.00	1,050.00	1,000.00	700.00		700.00
01-344.00 03-31-72	FED PRG-COMT SER-CONSULT RONG SERV-BASIC 1,250.00	649.84		649.84	380.16		380.16
01-345.00 03-31-72	FED PRG-COMT SFR-TUTOR PROGRAM-BASIC 200.00		200.00		200.00		200.00
01-346.00 03-31-72	FED PRG-COMT SER-COMMS-PARENT ED-BASIC 200.00				200.00		200.00
01-347.00 03-31-72	FED PRG-COMT SER-COMMS-DEMO CTR-BASIC 600.00		20.00	29.00	580.00		580.00

200.00

CELEBRATING 50 YEARS OF COMMUNITY SCHOOLS
BUDGET SUMMARY

AVH4115 JC GUN
AUG 27 5 11 PM '67

BUDGET SUMMARY									
PRG DATE	ADJUSTMENTS	APPROPRIATION	* * * * *	EXPENDITURES	* * * * *	UNEXPENDED BALANCE	ENCUMBRANCES	UNENCUMBERED BALANCE	
			PRG MONTHS	CURRENT MONTH	YEAR TO DATE				
03-31-77	FED PRG-C-CONT SER-COMPUTER SER-V-BASIC	300.00				300.00		300.00	
03-31-72	FED PRG-C-CONT SER-SPRKS-COMM COMM-BASIC	200.00				200.00		200.00	
03-31-72	FED PRG-C-CONT SER-TECH ASSISTANCE-BASIC	2,400.00				2,400.00		2,400.00	
03-31-72	FFD PRG-C-CONT SER-EVAL CONSULTANT-BASIC	550.00				550.00		550.00	
03-31-72	FED PRG-INST INSTRUCTIONAL SUPPLIES-BASIC	7,840.00	390.90	1,580.30	1,971.90	5,869.20	1,580.46	4,287.74	
03-31-72	FFD PRG-SUPPLIES & EXPENSE-OTHER-BASIC	3,080.00	1,402.72	284.29	1,680.31	2,290.99	80.81	2,210.06	
03-31-72	FED PRG-EMPL GRP HOSP INSUR-PROJ BASIC	706.00	121.00	132.00	253.00	453.00		453.00	
03-31-72	FED PRG-EMPL GRP LIFE & DIS-PROJ BASIC	374.00	97.56	86.59	184.14	189.86		189.86	
03-31-72	FED PRG-TEST, PRGM-SUP. & EXP.-PROJ. BASIC	500.00	281.24		281.24	218.76	621.83	603.37-	
03-31-72	FED PRG-TEXTBOOKS-PROJECT BASIC	1,000.00	164.42	808.49	972.91	927.09	61.53-	888.62	
03-31-72	FED PRG-BOOKS-TRC-PROJECT BASIC	100.00				100.00		100.00	
03-31-72	FFD PRG-NON BOOK HTLS-SCHOOLS-PROJ BASIC	300.00				300.00	7.02	292.98	
03-31-72	FFD PRG-CUR & INST BOOKS-CSC-PROJ BASIC	500.00	208.29		208.29	291.71		291.71	
03-31-72	FED PRG-1PERS-PROJECT BASIC	2,904.00	539.60	793.00	1,322.69	1,591.31		1,591.31	
03-31-72	FED PRG-SOCIAL SECURITY-PROJECT BASIC	4,313.00	802.14	1,162.75	1,964.90	2,348.10		2,348.10	
03-31-72	FED PRG-TELEPHONE & TELEGRAM-PROJ. BASIC	1,710.00	353.05	40.75	402.90	1,307.20		1,307.20	
03-31-72	FFD PRG-TRAVEL EXPENSE-PROJECT BASIC	5,000.00	1,282.91	224.15	1,506.97	3,493.03		3,493.03	

1004

03-31-72

C E N A R P A P I O S M M J V I T Y S C H O O L S

BUDGET SUMMARY

PRG DATE	ADJUSTMENTS	APPROPRIATION	***** PRGM MONTHS	EXPENDITURES CURRENT MONTH	***** YEAR TO DATE	JVF EXPENDED BALANCE	JVF UNCOMMITTED BALANCE
01-598.02 03-31-72	FED PROG-WILFAGE	1,575.00	117.00	117.00	117.00	1,458.00	1,458.00
81-599.00 03-31-72	FED PROG-POSTAGE-PROJECT BASIC	250.00	24.71	2.00	26.71	223.29	223.29
91-611.20 03-31-72	FED PROG-EQUIPMENT-PROJECT BASIC	1,000.00	1,078.65	11.34	1,089.99	99.69-	99.69-
PROJECT BASIC TITLE III		124,000.00	49,566.13	12,923.93	61,487.96	62,512.04	60,293.33
						2,229.71	

PROJECT BASIC

VOLUME 3

1973-74

COVER SHEET

FEB 15, 1973

SPECIAL PROGRAMS AND PROJECTS (Title III, Section 306, ESEA)
APPLICATION FOR CONTINUATION GRANT

TITLE: Comprehensive Client-Centered Basic Skills and Staff Development Center
(Ten words or less)

SUBMITTED BY: Cedar Rapids Community School District
(Local Education Agency)

ADDRESS: Cedar Rapids Iowa 52402
(City) (State) (Zip Code)

SUBMITTED TO: Director
Division of Plans and Supplementary Centers
U.S. Office of Education
400 Maryland Avenue, SW.
Washington, D.C. 20202

DATE SUBMITTED: February 15, 1973

Aldrich A. Abraham
Administrative Assistant for General Administration
and Federal Programs
(Signature of authorized representative)

cc: SEA

FEB 15, 1973

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20540ESEA TITLE III, SEC. 306
PART I - REFERENCE INFORMATION
APPLICATIONFORM APPROVED
O.M.B. NO. 51-R0912

PR NUMBER

71-7048

PROCUREMENT COVER SHEET
SECTION A: PROJECT INFORMATIONTITLE OF PROPOSAL
(50 characters and spaces per line
maximum)#11 Comprehensive Client-Centered Basic Skills and
#12 Staff Development Center
#13

TYPE OF PROPOSAL

(Insert appropriate alpha, see types)

#14

TYPES

N - New proposal

A - Amendment

C - Continuation: Year 2 3 4 5

S - Supplement (Circle one)

PROPOSED DATE

START

#15

PROJECT DURATION

MO.

DAY

YEAR

07

01

73

END

#16

06

30

74

RELATED CONTRACT/GRANT NO.

#17 71-7048

35 CHARACTERS (MAX)

APPLICANT (Local Education Agency)

NAME

#18

Cedar Rapids Community School District

STREET ADDRESS

#21

346 Second Avenue S.W.

CITY

#22

Cedar Rapids

STATE Iowa

ZIP CODE #23 52404

CONGRESSIONAL DISTRICT

#24

Second

COUNTY/COUNTRY

#25

Iowa

TELEPHONE (area code, no., ext.)

#25

319

398

2112

TITLE VI COMPLIANCE NO. #25

PLACE OF PERFORMANCE

(If other than applicant location)

CITY

STATE/COUNTRY

CONG. DIST.

PROJECT DIRECTOR (person responsible for administration of project)

SOCIAL SECURITY NO.

#27

526 14 5231

NAME (first, middle initial, last)

#28

A. P. Diaz

ORGANIZATION

#29

Cedar Rapids Community Schools

STREET ADDRESS

#30

346 Second Avenue S.W.

CITY

#31

Cedar Rapids

STATE Iowa

ZIP CODE #32 52404

% OF TIME ON PROJECT

#33

1.15

TELEPHONE (area code, number, extension)

#34

319

398-2112

OTHER KEY PERSONNEL

NAME (first, middle initial, last)

#35

Elizabeth D. Hatch

SOCIAL SECURITY NUMBER

#36

523 38 9648

% OF TIME ON PROJECT #37 35

NAME (first, middle initial, last)

#38

Lynda W. Filip

SOCIAL SECURITY NUMBER

#39

479 38 8715

% OF TIME ON PROJECT #40 100

NAME (first, middle initial, last)

#41

Greer C. Fry

SOCIAL SECURITY NUMBER

#42

483 58 8298

% OF TIME ON PROJECT #43 50

NAME (first, middle initial, last)

#44

Judy A. Hronek

SOCIAL SECURITY NUMBER

#45

285 38 7943

% OF TIME ON PROJECT #46 50

SECTION B: PROJECT FUNDING (whole \$ only)

TOTAL

FY

FY

FY

FY

1 REQUESTED OR SUPPORT

#47

70,000

#55

#56

#62

#71

#79

#80

(Title III Sec. 306 only)

2 LEA SUPPORT

#49

N/A

#57

#58

#66

#74

#81

#82

3 SEA SUPPORT

#50

N/A

#58

#59

#67

#75

#83

#84

4 OTHER FEDERAL SUPPORT

#51

0

#59

#60

#68

#76

#85

#86

(Including State Title III)

5 OTHER NON FEDERAL SUPPORT

#52

0

#60

#61

#69

#77

#87

#88

6 TOTAL PROPOSED COST

#53

70,000

#61

#62

#70

#78

#89

#90

7 Amount of Line 1

Budgeted for Handicapped

OFFICIAL SIGNING FOR APPLICANT (first, middle initial, last)

NAME

#86

Aldrich A. Brasher

TITLE

#87

Administrative Assistant for General
Administration and Federal Programs

SIGNATURE

DATE

February 15, 1973

PROJECT GRANT INFORMATION SYSTEM

PROPOSAL ABSTRACT

MEDIA 37

SECTION 3 (continued)

01. PR NUMBER

BUREAU

NUMBER

SUFFIX

02. DATE COMPLETED

MONTH

DAY

YEAR

KEY PUNCH NOTE

0 - Zero

O - Letter O

USER			MEDIA		LOG				ACT.	UP.	ACTION	UPDATE
1	2	3	4	5	6	7	8	9	10	11		
				3	7							

ABOVE ITEMS ARE FOR U.S. OFFICE OF EDUCATION USE ONLY.

NOTE. Complete sentences will be used in preparation of the abstract. Paragraphs are not permitted. The abstract should include: (1) a topic sentence containing the general objectives or purposes of the project; (2) an amplification of this topic

sentence if required; (3) the methodology or procedures to be used in project accomplishment; and (4) the expected impact of the project on education.

LINE NO.	PROPOSAL ABSTRACT (64 characters and spaces maximum per line.) (If typewritten, use elite type, all CAPS. DO NOT TYPE BEYOND RIGHT VERTICAL LINE.)
03	THE PROJECT DEMONSTRATES IMPROVEMENT OF PUPIL READING SKILLS IN
04	GRADES 1-4 THROUGH TEACHER IN-SERVICE TO: (1 HELP TEACHERS IN-
05	CREASE AWARENESS OF INDIVIDUAL STUDENT NEEDS (2 INTRODUCE TEACH-
06	ERS TO A WIDER VARIETY OF STUDENT LEARNING ALTERNATIVES WHILE
07	TEACHER IS WORKING WITH OTHER GROUPS OF PUPILS (3 ESTABLISH PRO-
08	CEDURES FOR EFFICIENT CLASSROOM TIME MANAGEMENT TO PROVIDE IN-
09	CREASED INDIVIDUALIZATION (4 RECRUIT AND TRAIN VOLUNTEER TUTORS
10	TO HELP CLASSROOM TEACHERS (5 TRAIN TEACHERS TO USE TUTORS IN
11	THEIR CLASSROOMS. ULTIMATELY THE 8,552 1ST-4TH GRADE PUPILS EN-
12	ROLLED IN 40 PUBLIC AND NON-PUBLIC PROJECT SCHOOLS CONSTITUTE
13	THE TARGET GROUP. READING ABILITY IS IMPROVED THROUGH IN-SER-
14	VICE TRAINING WITH THE INSTRUMENTAL TARGET GROUP UP TO 358 DIST-
15	RICT 1ST-4TH GRADE TEACHERS FROM PUBLIC AND NON-PUBLIC SCHOOLS.
16	TEACHERS ACTIVE IN THE PROJECT DURING FIRST TWO YEARS WILL PLAN
17	AND CONDUCT MOST THIRD YEAR IN-SERVICE ACTIVITIES, UNDER DIREC-
18	TION OF PROJECT STAFF. THIRTY-TWO LEADERS WILL CONDUCT FOUR IN-
19	SERVICE MEETINGS A YEAR ON EACH GRADE LEVEL. MEETINGS WILL
20	REACH EVERY 1ST-4TH GRADE TEACHER ATTENDING. FOUR MAJOR ACTIVI-
21	TIES INCLUDING WORK ON COMPREHENSION SKILLS AND DIAGNOSTIC
22	TEACHING METHODS WILL BE HELD, USING CONSULTANTS OR PROJECT
23	STAFF. READING SKILL STATIONS WILL BE DEVELOPED TO PROVIDE
24	TEACHERS FURTHER LEARNING ALTERNATIVES. THESE ACTIVITIES WILL
25	BE CROSS-INDEXED WITH CROFT AND READING SKILL TASK (RST) FILES.
26	MORE VOLUNTEER TUTORS WILL BE TRAINED AND PLACED IN CLASSROOMS.
27	ON-THE-JOB TRAINING IN AD HOC GROUPING WILL BE HELD IN AT LEAST
28	THREE MORE PROJECT SCHOOLS. RESEARCH SHOWS THE CLASSROOM TEACH-
29	ER IS MORE IMPORTANT THAN MATERIALS USED. THE PROJECT DEMON-
30	STRATES TECHNIQUES OF STAFF DEVELOPMENT USING AT FIRST A SMALL
31	GROUP OF TEACHERS AND REACHING OUT TO ALL 1ST-4TH GRADE TEACHERS
32	IN THE FINAL YEAR. IT ALSO DEMONSTRATES EFFECTIVE TECHNIQUES OF
33	RECRUITING AND TRAINING VOLUNTEERS IN THE CLASSROOM.
34	
35	

Project Focus - indicate the primary emphasis of the project's activities, selected from the currently announced priority areas for program support:

FEB 15, 1973

525

11a

FEB 15, 1973

SECTION C - PUPIL POPULATION DATA

1. Enrollment Data as of the most recent October 1	PRE-KINDER-GARTEN	KINDER-GARTEN	GRADES 1 - 6	GRADES 7 - 12	TOTAL
a. Total (1) Public LEA	345	1,994	11,129	10,866	24,334
Enroll- (2) Non-ment Public	14	38	2,031	1,738	3,821
b. Enrollment of Project (1) Public Area (2) Non-Public	345	1,994	11,129	10,866	24,334
	14	38	2,031	1,738	3,821

CIRCLE THE GRADE LEVELS OF PARTICIPATING STUDENTS 1 2 3 4 5 6 7 8 9 10 11 12

c. Total No(1) Public of Pro-ject (2) Non-partici-pants	0	0	7,270	0	7,270
	0	0	1,282	0	1,282

2. Racial/Ethnic Data

POPULATION	NEGRO	INDIAN	ORIENTAL	SPANISH SURNAMED (See instruct)	CAUCASIAN (OTHER than Span. Surnamed)	OTHER	TOTAL
Local Education Agency	586	24	24	40	23,623	37	24,334
Target School(s)	598	28	26	71	27,432	0	28,155
Student Participants	214	12	11	32	8,270	13	8,552

3. Additional Project Data (See instructions)

a. Project staff engaged in inservice training

Number 358

65 Adults

b. Adults

Number 300 Volunteer Tutors365 TOTAL

The following per pupil expenditure information is for current school year and preceeding school year(s). "Current" means the same school year as the enrollment data.

c. Current per pupil expenditure for the LEA	\$ <u>1,017.91</u>
d. Current per pupil expenditure for the project area (excluding federal support)	\$ <u>998.78</u>
e. Current per pupil expenditure for the project area (including federal support)	\$ <u>1,017.91</u>
f. Preceeding school per pupil expenditure for LEA	\$ <u>1,134.45</u>
g. Second preceeding school year per pupil expenditure for LEA	\$ <u>1,098.40</u>

FEB 15, 1973

SECTION C - PUPIL POPULATION DATA (Continued)

3. Additional Project Data (Continued)

h. Estimated percentage of target group which is:

Rural (fewer than 2,500 inhabitants)

Percent _____

Urban (more than 50,000 inhabitants)

Percent 100

Other Demographic Areas (2,500 to 50,000)

Percent _____

i. Estimated percentage of student participants who reside in Model Cities Area

Percent _____

j. Estimated percentage of title III, section 306 funds proposed for support of services to nonpublic school participants

Percent 12

SECTION D - TOTAL PROGRAM STAFF (See instructions)

POSITION CATEGORY	Positions Assigned to Project			
	Number Full-Time	Part-time		Total Full-Time Equiv. (Columns 2 + 4)
		Number	Full-Time Equiv.	
a. ADMINISTRATION/ SUPERVISION		1	.12	.12
b. TEACHER				
(1) Pre-Kindergarten				
(2) Kindergarten				
(3) Grades 1-6		358	N/A *	
(4) Grades 7-12				
(5) Other				
c. SPECIALISTS		1	1.00	1.00
d. PUPIL PERSONNEL WORKERS				
e. EVALUATORS		1	.35	.35
f. TEACHER ASSISTANTS, TEACHER AIDES		6	4.00	4.00
g. CLERICAL PERSONNEL		2	1.50	1.50
h. COMMUNITY LIAISON PERSONNEL		1	.50	.50
i. ALL OTHER PERSONNEL (Contingent/ Skills Sta.)		1	.50	.50

* In-service is on a scheduled basis for all District full-time and part-time 1st-4th teachers as well as 1st-4th teachers in 8 non-public schools. FTE assignment to project varies at several levels.

IV

CEDAR RAPIDS COMMUNITY SCHOOL DISTRICT
Cedar Rapids, Iowa

Programs Under Title III, Section 306, ESEA

1. The applicant is a "local educational agency" within the meaning of the Regulations under section 306 of the Elementary and Secondary Education Act of 1965 (ESEA) and has the necessary legal authority to apply for the proposed grant;
2. That in the planning of the project there has been, and in the establishment and carrying out thereof there will be, participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interest of potential beneficiaries;
3. That the activities and services for which assistance under this title is sought will be administered by or under the supervision of the applicant;
4. The project will be operated in compliance with section 306 of the ESEA and with the Regulations, policies and administrative issuances of the Commissioner, including any requirement for the submission of reports;
5. Funds made available under title III, section 306 of the Act will be so used as to supplement and not supplant State and local funds, and to the extent practical increase the level of such funds, that in the absence of title III, section 306 funds would be made available by the applicant for the purposes set forth in section 303(a) of title III.

The combined fiscal effort of the applicant and the State with respect to the provision of free public elementary and secondary education by the applicant for the preceding fiscal year was not less than such combined fiscal effort for that purpose for the second preceding fiscal year.

6. That (a) reasonable provision has been made, consistent with the other uses to be made of the facilities, for areas in such facilities which are adaptable for artistic and cultural activities, (b) upon completion of the construction, title to the facilities will be in a State or local education agency, and (c) in developing plans for such facilities, (1) due consideration will be given to excellence of architecture and design and to the inclusion of works of art (not representing more than 1 percent of the cost of the project), and (2) there will be compliance with such standards as the Secretary may prescribe or approve in order to insure that, to the extent appropriate in view of the uses to be made of the facilities, such facilities are accessible to and usable by handicapped persons;

7. The applicant will comply with title VI of the Civil Rights Act of 1964 (P.L. 88-352) and the Regulations of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to that title, to the end that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance from the Department. (The assurance of compliance (HEW form 441), or court order, or desegregation plan previously filed with the U.S. Office of Education in accordance with the Department of Health, Education, and Welfare Regulations applies to this application);
8. That the program or project for which application is made will utilize the best available talents and resources and will substantially increase the educational opportunities in the area to be served by the applicant;
9. That the proposal is consistent with the applicable provisions of title III of the Act and makes provision for the participation of children enrolled in nonprofit private schools in the area to be served, to the extent consistent with the number of such children whose educational needs are of the type to be met by the project;
10. That no board or staff member of the local education agency will participate in, or make recommendations with respect to, an administrative decision relating to a program or project under title III, section 306 of the Act if such a decision can be expected to result in any benefit or remuneration, such as royalty, commission, contingent fee, brokerage fee, consultant fee, or other benefit, to him, or any member of his immediate family;
11. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for, and in behalf of, said applicant and to act as the authorized representative of the applicant in connection with this application;
12. All equipment acquired with funds under title III, section 306 of the ESEA will be used for the purposes specified in the approved project proposal, will be owned by, and subject to, the administrative control of the applicant, and will be accounted for to the Commissioner of Education in accordance with applicable regulations;
13. Effective procedures, including objective measurement of educational achievement, will be adopted for evaluating at least annually the effectiveness of the proposed project;
14. None of the funds made available under title III, section 306 of the ESEA will be used for religious worship or instruction;
15. These assurances apply to the grant herein applied for and to all subsequent extensions or modifications of the grant.

Aldrich A. Drahos
(Name)

Administrative Assistant for General
Administration and Federal Programs
(Title)

is authorized by the applicant's legal representative to receive and administer such funds as may be granted by the United States Office of Education pursuant to the attached application.

I, Aldrich A. Drahos, do hereby certify that all of the facts, figures, and representation, including all exhibits and attachments hereto and hereby made a part of this application, are true and correct to the best of my knowledge and belief.

DATED: February 9, 1973

Cedar Rapids Community School District
County of Linn
(Legal name of applicant)

BY:

Aldrich A. Drahos
(Signature of legal representative of applicant)

Administrative Assistant for General
Administration and Federal Programs
(Representative's title)

NOTARY PUBLIC: Subscribed to before me this 9th day of

February 19 73.

Elizabeth Britan
Notary Public in and for the County of Linn, State of Iowa

My Commission expires: September 30, 1976

FEB 15, 1973

BASIC SKILLS AND STAFF DEVELOPMENT CENTER

Project BASIC, Formal Proposal

Part II - Narrative

ABSTRACT

This project proposes to demonstrate a program of staff development through which the reading skills of children in grades one through four will be improved as their teachers learn to diagnose specific skill deficiencies and prescribe corrective treatments. The development of word attack skills will be emphasized. A computer-supported system may be included to access and evaluate locally available resources, including a trained tutorial staff. During the third project year, specific attention will be given to ad hoc skill grouping facilitated by systematized prescriptive intervention.

Major Components

Staff Development, Instructional Systems, Community Involvement, and Project Management constitute the major components of the project. The Staff Development component includes development efforts related to Building-Unit Reading Cadres, Volunteer Tutors, and Parent Education. The Instructional Systems component includes the operation of Demonstration Centers to facilitate ad hoc grouping; the design of training methods and training aids for teachers and tutors operating in the demonstration

schools and the development of Computer Support Services. The Community Involvement component includes the operation of a Community Advisory Council and the development of community communication methods and systems. The Project Management component includes System Analysis for integrated planning and control of the project, an Evaluation function, and an Independent Audit.

Project BASIC

The acronym BASIC has been selected as the name of the project and derives from the phrase Basic Skills Improvement Center. In addition, BASIC suggests the intent of the District to apply the model this project employs to develop functional competencies in other basic skills -- namely, computation and inquiry.

I. OVERALL PROGRAM DESIGN AND MANAGEMENT

A. Planning and Organization

1. Community Involvement

a. Report of Community Advisory Council Chairman. The following report is submitted on behalf of the Community Advisory Council by Mr. Thomas Carney, Chairman.

(1) Roster of Ad Hoc Advisory Council Members.

1. Allen, Sister Mary Anna	Principal, St. Patrick's School
2. Barber, Mr. Robert	Director, Board of Education; Exec., Collins Radio
3. Bates, Mr. Dennis	Education Writer, Cedar Rapids Gazette
4. Benson, Mrs. Darwin	Parent
5. Boyd, Miss Debbie	Student, Mini-Teacher, Taft Junior High School
6. Brooks, Mrs. Melvin	Parent, Media Clerk, IMC, Tyler Elementary School
7. Carney, Mr. Thomas	Director, Cedar Rapids Public Library
8. Collins, Mrs. Arthur A.	Parent, Library Board of Directors
9. Cutchlow, Mr. Billy	Exec. Secretary, Hawkeye Labor Council
10. Dukes, Dr. Ben	Chairman, Dept. of Education, Coe College
11. Eppel, Mr. Robert	Principal, Coolidge Elementary School
12. Fegus, Mr. Ray	Vice President, Systems Information, Executive Data Systems
13. Fisher, Mrs. David	Special Education Teacher, Coolidge Elementary School
14. Foy, Mrs. Arthur	Parent, Teacher Associate, Tyler Elementary School
15. Grondahl, Mrs. Vincent	Parent, Volunteer, Kenwood Elementary School
16. Harrington, Miss Irene	Teacher, Erskine Elementary School
17. Hensel, Mr. Harold	Director, Council on Aging
18. Hine, Mr. Norman	Parent, President, Interstate Systems Corp.

19. Lash, Mrs. Naomi	Homebound Instructor, Cedar Rapids Community Schools
20. Melheim, Miss Maureen	Student, Mt. Mercy College
21. Nechanicky, Mrs. Robert	Parent
22. Nielson, Mrs. Joyce	Education Worker, Hawkeye Area Community Action Program
23. Patricia, Sister Mary	Teacher, St. Jude's Junior High School; Treasurer, Local Chapter of International Reading Association
24. Rainbow, Mrs. William	Student, Teacher Training Program, Mt. Mercy College
25. Read, Mrs. John	Parent, Former Primary Teacher
26. Rudish, Mr. Garry	Student, Coe College
27. Schobert, Mrs. Jan	Primary Teacher
28. Stoecker, Mrs. Donald	Parent, Substitute Teacher
29. Sweeney, Miss Denise	Student, Mini-Teacher, Jefferson Senior High School
30. VanSlyke, Mrs. Gary	Remedial Reading Teacher
31. VanSteenhuyse, Miss Kim	Student, Mini-Teacher, Taft Junior High School
32. Wahrer, Mrs. R.L.	Parent, Teacher Associate, Monroe Elementary School
33. Wills, Mr. Robert	Project Leader, Mathematics - Cedar Rapids Community School District

(2) Method of Selection. In January, 1971, before the preliminary proposal was submitted, and as concepts for a basic skills center were being discussed, school personnel were asked to identify individuals or agencies that might have expertise or concern for the project and its objectives. A list of some fifteen names was submitted, representing a cross section of community interests, ideas, and attitudes. Management experts involved in data processing systems, parents, and students actively engaged in pupil-to-pupil tutoring were invited to participate in an interaction session on February 1. This meeting as subsequent meetings was held from 12:15-1:30 P.M. to allow business representatives as well as professional staff and unemployed volunteers to attend. Each participant was asked to indicate his own level of interest in the project and to recommend the names of others who might want to

be involved. Although several persons eventually withdrew, the number of people actively engaged in helping to develop the skills center concept gradually increased.

When the group met on Thursday, March 11, as the Ad Hoc Community Advisory Council, individuals were again solicited and those persons were invited to join the group. The Council presently includes a variety of community interests and backgrounds, with membership still open and active recruitment of additional members continuing through such channels as the Hawkeye Labor Council, Hawkeye Area Community Action Program, and a newly developed Cedar Rapids Council of Parents, Teachers, and Students.

(3) Council Organization. At the April 1 meeting of the Ad Hoc Advisory Council, a smaller group was appointed to design and recommend an organizational structure to the large group for adoption. The structural sub-committee met on April 29, 1971, and submitted a tentative structure proposal (Fig. 1) to the large group on May 6, where it was adopted with the understanding that the structure and procedures could be altered as observed needs were recognized.



Figure 1. Organization of Community Advisory Council

FEB 15, 1973

Junior and senior high school students experienced in tutoring programs described various problems faced in the pupil-tutor relationship and in small group activities and suggested that training programs for tutors and volunteers would be helpful. The present proposal includes a strong tutor-training program.

(4) Role of the Council. As described in Section (3), the proposed organization of the Advisory Council will enable larger numbers of individuals to become acquainted with the program within their own special area of interest. Individuals interested in management, the Demonstration Centers, staff development, project evaluation or the volunteer program will be assigned to committees as needed.

An advisory committee of up to four volunteer tutors from each quadrant of the city will form an autonomous council to function under the Community Agent. Representatives from this group will also function on the more inclusive Community Advisory Council.

As the ad hoc skill grouping part of the project moves from school to school during the third project year, parents whose children are enrolled in that particular attendance center will also be invited to participate in Council activities.

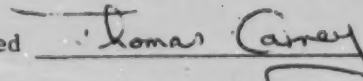
(5) Role of Council in Development. Individual members of the Advisory Council have provided valuable input in the past in planning, reviewing, and revising the project. For example, a retired teacher, now substituting in the system, suggested that all elementary schools in the city should note some benefit from the Demonstration Center activities as soon as possible. Her suggestion was one of several leading to the organization of individual Building-Unit Reading Cadres and in the third project year, to the moving of the Demonstration Center from school to school.

FEB 15, 1973

Private schools in the area, teacher training institutions as well as elementary parochial schools, have been represented on the Advisory Council and were involved in the planning of the components. The Summer Skills Centers have been used extensively by local colleges in teacher training activities.

During the third year of project operation, efforts will be made to actualize and expand the operation of the Advisory Council. With the experience of the past two project years, project staff is convinced that it will be possible to make the Council relevant to community persons, particularly through the volunteer program and the Demonstration Centers.

Signed

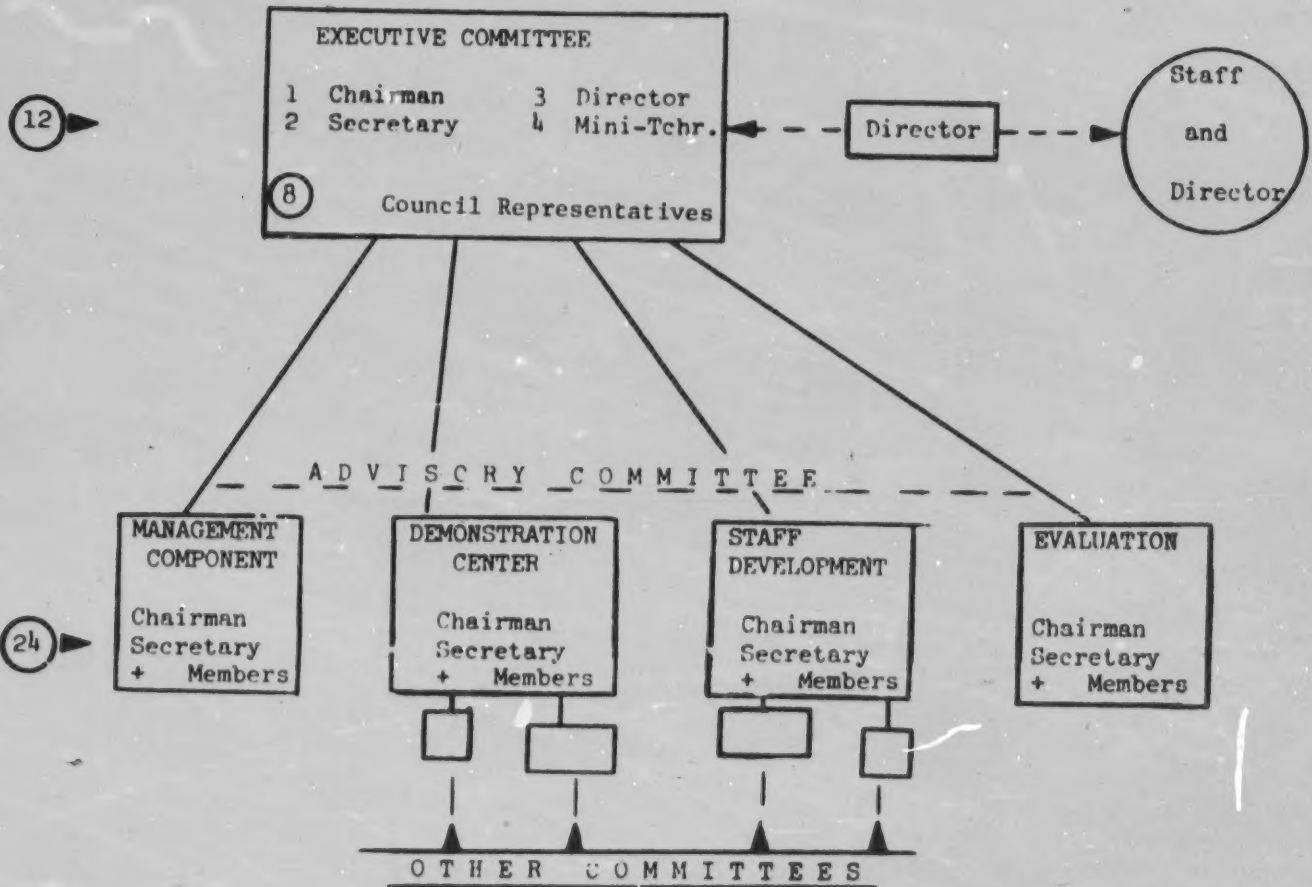


Thomas Carney,
Chairman

(b) Other Community Support. Letters confirming intent to participate in this project are included from officials of the non-public target schools on the following two pages.

COMMUNITY ADVISORY COUNCIL

FEB 15, 1973



Executive Committee

Chairman - Tom Carney
Secretary - To be named

Project Dir. - A.P. Diaz
Mini-Tchr. - To be named

Management Component Subcommittee

Staff Development Subcommittee

Demonstration Center Subcommittee

Evaluation Subcommittee

TRINITY LUTHERAN SCHOOL

1361 SEVENTH AVE. S. W.
CEDAR RAPIDS, IOWA
BILL D. DIECKHOFF, Principal

May 17, 1971

Mr. Aldrich Drahos
Education Service Center
346 2nd Avenue SW
Cedar Rapids, Iowa

Dear Mr. Drahos:

This is in reference to the proposed project of Title
III-Comprehensive Client Centered Basic Skills and Staff
Development Center.

I wish to inform you that we will participate in this
project to the extent of the teacher representation that
we agreed upon in our meeting with you.

Thank you for your work in this project affecting such
a vital area in our elementary education.

Sincerely yours,

Bill D. Dieckhoff
Bill D. Dieckhoff



539 / 540

2. Statement of Need

The planning period assessment of needs proceeded on the assumption that functional competency in the basic skills has, for many years, been and continues to be a long-standing goal of the Cedar Rapids Community Schools. Several efforts had been made to improve performance in the basic skills. Representative involvements illustrating the level of commitment are: 1.) participation in one of the 27 national first grade reading studies supported during 1964-65 by the United States Office of Education; 2.) technological support through reading-related projects funded under Title III, NDEA; 3.) remedial reading, special education, and work experience services to disadvantaged children in 16 target schools under Title I, ESEA; 4.) locally supported reading, language, and primary education specialists.

Three categories of surveys and studies were undertaken to establish the levels and types of needs and to provide the input information necessary to assist in making decisions regarding program maintenance and modification.

- 1.) Surveys to compare potential and performance.
- 2.) Surveys of priorities.
- 3.) Studies of pertinent literature, research, and existing programs related to reading improvement.

The district's administrative staff, certificated and classified, is organized as a General Council which is developing participatory management relationships and procedures. Within this framework, the Instructional Services Division and the Department of Curriculum and Instruction have frequently taken ideas, suggestions and proposals to the Council for reaction, interaction, and modification. Priorities

for several district concerns have been seriously discussed at different times, and levels of commitment have been documented in writing at several points in time. The same techniques have periodically been carried out with groups from the community-at-large. Improvement of functional reading competency has consistently been the most frequent top priority. For example, see Figure 2, page 13.

Early in the 1970-71 school year, as a result of the concern with the high priority indicated for basic skills and reading at the primary level, plans were made to modify the pattern of leadership and functioning of groups assigned to specific tasks. Over several months and through frequent communication with staff, a task force approach was developed. (figure 3) Task groups were identified and designed in groups small enough to develop functional internal and productive leadership. As these task groups identified high priority tasks, they were enabled on an organized and coordinated basis to proceed with the task at hand. One of the earliest task forces enabled was the Primary Reading Task group. In conjunction with reviewing related literature and programs, the task force designed an information-gathering process aimed at assessing local needs in the area of primary reading. Instruments were designed to gather baseline data on which to base the initial and continuing modification of the primary reading program. The collection of this latter type of baseline data began in October, 1970, and is continuing at the present time. Several discrete types of data were gathered both by the reading task force, some related school services, and a community agency.

The Reading Task Force gathered the following:

- 1.) Six-week reading surveys. The first of these surveys

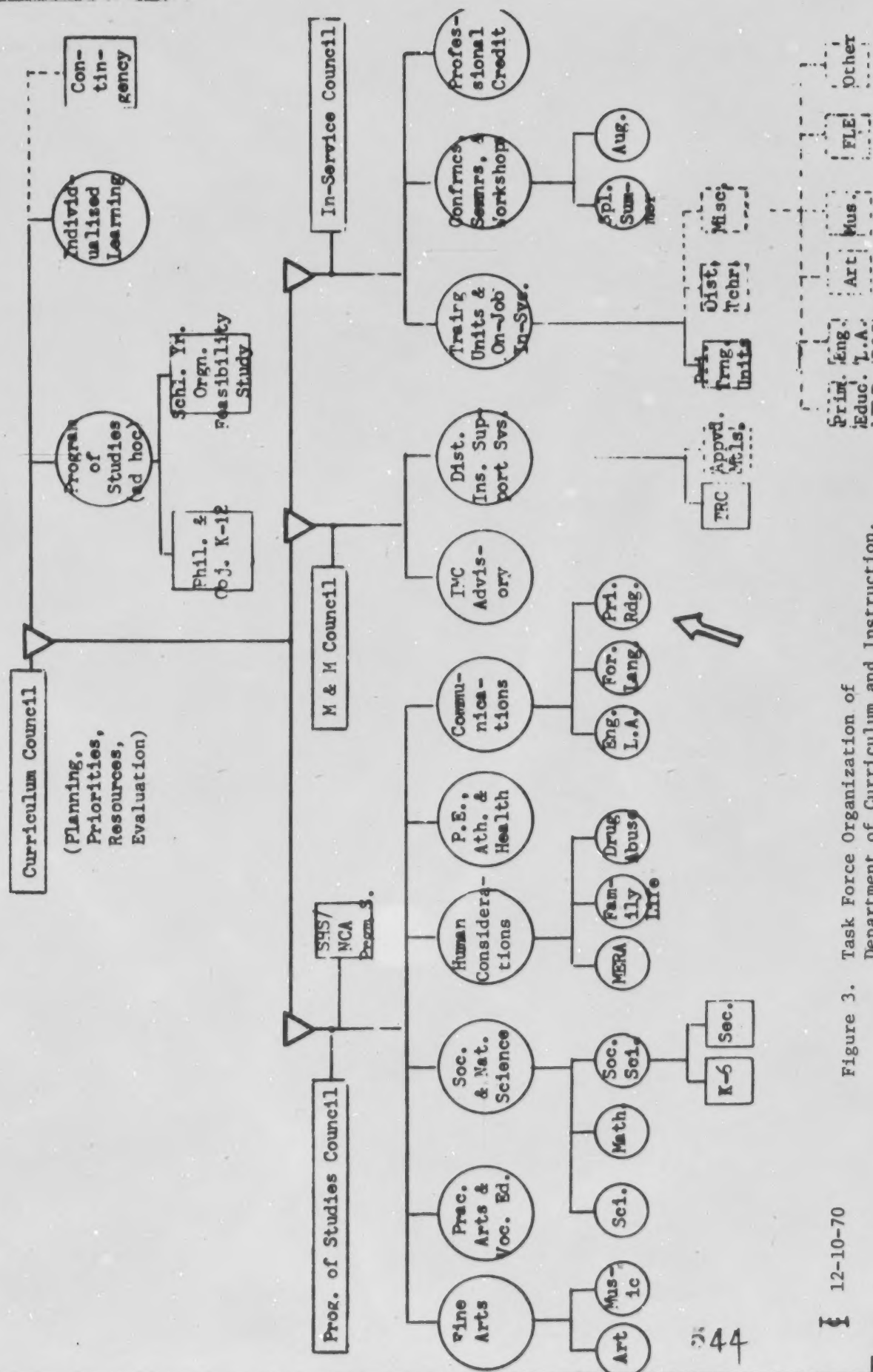
DEPARTMENT OF CURRICULUM AND INSTRUCTION
Proposed Distribution of Discretionary Resources
(100 Resource Units)

MAJOR AREA OF ACTIVITY	ELEMENTARY PRINCIPALS		SECONDARY PRINCIPALS	
	Round		Round	
	1	2	1	2
1. <u>Ad Hoc Program of Studies</u> ☐	* 7	6	11	10
☐ Philosophy and Objectives				
☐ School Year Organization				
☐ Catalog(s) of Courses				
2. <u>Individualized Learning</u> ☐	12	12	10	8
☐ Open Spaces				
☐ Combination Classrooms				
3. <u>Program Evaluation</u> ☐	8	9	12	11
4. <u>Project BASIC (Basic Skills Improvement Center)</u> ☐	12	14	12	14
5. <u>Social and Natural Sciences (Curriculum)</u> ☐	12	12	10	9
☐ Mathematics				
☐ Science				
☐ K-6 Social Studies				
☐ Misc. Social Studies				
6. <u>Human Considerations (Curriculum)</u> ☐	11	11	12	11
☐ MERA				
☐ Family Life				
☐ Drug Abuse				
7. <u>Human Relations Workshop and School Year Follow-on</u> ☐	12	13	14	18
8. <u>Training Units and On-Job In-Service</u> ☐	13	13	6	7
☐ K-3 Training Units				
☐ Correction of Deficiencies				
9. <u>Conferences, Seminars, Workshops</u> ☐	7	6	8	6
☐ Croft Program				
☐ Holiday Seminars				
☐ Decorah Workshop				
☐ August Conferences				
10. <u>Professional Credit Program</u> ☐	6	6	7	6
TOTAL		100		

+ Increase
- Decrease

Check one:
☐ Elementary Administrator
☐ Secondary Administrator
☐ ESC Staff (Certificated)
☐ ESC Staff (Non-certificated)

*average units



was sent out in mid-October, to be filled out by all first, second, and third grade teachers. From these surveys, building and district-wide progress through the basal reading series is charted by the Research Department.

2.) Behavioral Observations. As a method for assessing in-service needs, the task force decided to observe activities of first grade students during the time set aside by the teacher for morning and afternoon reading groups.

For this purpose, an observation checklist was co-operatively drawn up by Reading Task Force members. This checklist was field tested repeatedly and subjected to a series of revisions. After a training session using video-tapes, a random sample of students was observed by a team consisting of twelve first grade teachers, one principal, and members of the Department of Curriculum and Instruction who made visitations to every first grade classroom in the district. Data derived from these observations was presented to all elementary principals and to selected first grade teachers at a one-day seminar held over the Christmas holidays. Recipients of the information were asked to discuss and interpret it, with emphasis on practical application of findings.

3.) In-depth Sampling. A random sample of 200 first grade students was tested early in May using one of seven instruments constructed by the members of the reading task force. These instruments were prepared by a.) eliminating all untestable items from a list of behavioral objectives contained

in the first through third grade Scott-Foresman Reading Series, and compiled during the summer of 1970 by the Primary Reading Consultant, b.) formulating a list of nine behavioral objectives that a consensus of first grade teachers felt every first-grader should be able to accomplish, and c.) selecting, by matrix sampling methods, those items to be included in each instrument.

4.) Teacher Sampling of Reading Behaviors. In order to determine the extent to which teachers are able to specify the percentage of students in their class in relation to accomplishment of specified reading objectives, questionnaires were sent to all first through third grade teachers in early May. Each teacher was asked to estimate the percentage of her class that was able to meet each of 36 behavioral objectives. These results will be collated with those of the in-depth sampling of students.

5.) The Gates-McGinitie Reading Test. This test was selected as a standardized measure of reading achievement in grades one through four. The tests will be administered late in May, 1971, and in successive years, to provide a continuous needs assessment, as well as product information.

6.) Survey of Teacher Preparation in Teaching of Reading. Examination of college transcripts of primary teachers indicated that preparation of primary teachers is tending towards courses of a general nature. Specific courses in the teaching of reading appear in the credentials of only slightly more than one-third of the teachers with less than two years of experience.

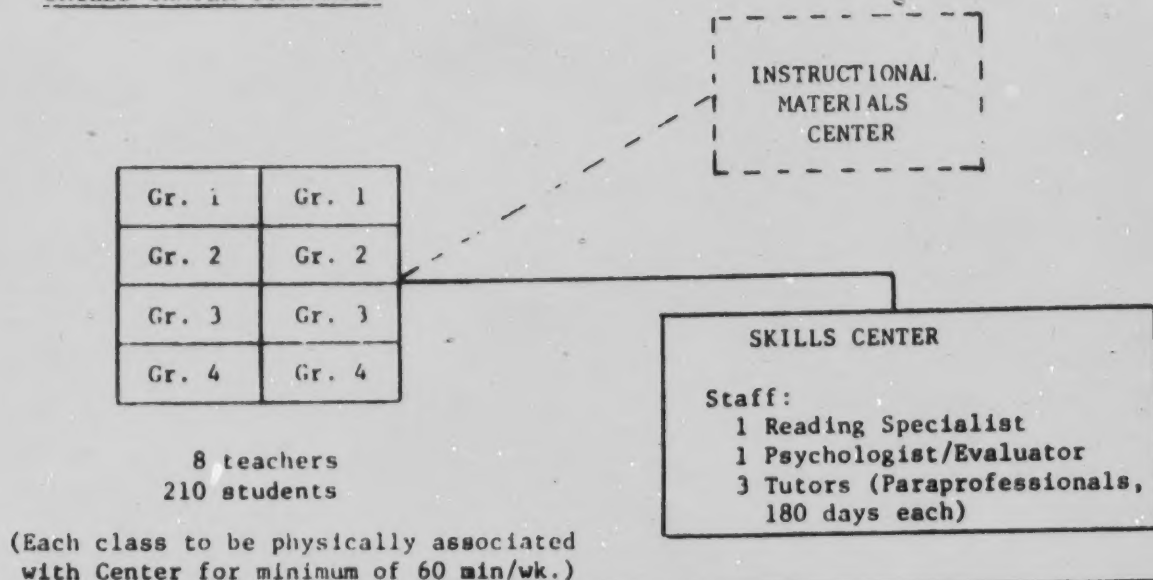
Related School Services

1. Survey of Teacher In-Service Needs - more than 221 teachers (77, as top priority; 144, may attend) requested an in-service course in reading diagnosis for the school year 1971-72. These requests ranked second in priority out of a list of 107 requests.
2. First-year Teacher Survey - primary grade teachers completing their first year of service in the district evidenced the following problems:
 - a. providing enrichment for superior students (63%)
 - b. difficulty in finding time to "keep current" in subject matter being taught (63%)
 - c. providing needed remedial instruction within the classroom (34%)
 - d. motivating students to satisfactory achievement (47%)
3. On May 6, 1971, the Executive Director of Curriculum and Instruction presented the elementary principals with two proposed options for use of classroom teachers as building team leaders or as members of a building reading cadre and also for certification, training and use of volunteer tutors (Figure 4). Thirty-two (all) elementary principals supported the first option; 30 favored the second one (tutor certification, training, and use of tutor volunteers), and the two who did not state preference for the second option felt they had sufficient other options and support at this time.

Figure 4. Preliminary Interest Survey

REVISED

SKILLS CENTER COMPONENT



STAFF DEVELOPMENT COMPONENT

	Proposed Minimum Training (Hours)	Cost	
☐ Option #1			
Building-Unit Reading Cadre (Grades 1-4)			
1 Team Leader	70	\$ 281	(\$200)*
3 Teachers	32	\$ 80	(\$ 80)*
☐ Option #2			
Building-Unit Tutor Support*			
Volunteers (secondary school students, senior citizens, other adults) or paraprofessionals			
Initial certification (up to 4 tutors)	10	\$ 203	
Follow-on training per building	40		

*Objective: 300 hours of trained tutorial support per building (Grades 1-4)-- equivalent of 2 hours/day for 30 weeks

Community Agency - Hawkeye Area Community Action Program (HACAP)

1. HACAP, funded by a combination of OEO and local resources, coordinates the efforts of a large group of volunteers. In specifically applying the use of these volunteers to the District's elementary schools, an attempt has been made to serve the students' needs in areas other than the academic. A survey by the agency shows need for tutor training and for follow-through with teachers and tutors. The agency has made the survey available to the school district and is very cooperative in affording the District additional information as requested.

Scope and Severity of the Problem

Reading achievement scores and other samples of reading-related pupil behaviors appear to be only symptomatic of an underlying cause. Several potential causal factors have tended to reappear during data analysis. They are discussed briefly in the following paragraphs.

Teacher Preparation. Preparation of primary teachers is tending towards courses of a general nature. Specific courses in the teaching of reading appear in the credentials of only slightly more than one-third of the teachers with less than two years experience employed in this district in grades one through four. Usually their training has been limited to such courses as "Language Arts and Reading" or "Elementary Education." Considering a normal staff turnover of 20 per cent, the need for intensive training in the teaching of reading appears to be critical.

Access to Alternate Treatments. Even when teachers are aware of diagnostic and prescriptive techniques, most teachers, necessarily preoccupied with classroom control and teaching the basal reading program, are unable to accommodate a wide range of differences among the 25 to 30 children in a standard classroom. "Independent activity" or "seat work" is invariably paper and pencil activity, limited to supplementary materials accompanying the basal reading series. [Little evidence of media use other than printed materials was noted and only rarely were para-professionals observed providing tutorial (one-to-one) services directly related to reading.]

Restricted Schedule of Reinforcement. In effect, reinforcements tend to be incidental and/or institutionalized -- letter grades, penciled notes on completed papers, home-induced. (No evidence of carefully managed reinforcements contingent on desirable behavior was observed.) Frequent non-productive behavior implies the need for an improved system of motivation.

The following conclusions were drawn from the study of pertinent literature and research:

1. The classroom teacher is the single most important factor in whether, and how well, a child learns to read. What teachers do makes a difference in pupil achievement, even when initial skills and their achievement and own teaching experience is accounted for. (Chall, 1966)
2. Most of the present methods and materials for teaching reading work for some children, but no one method works for all children. In the first grade

studies sponsored by USOE, children in the basal program read significantly more books than those in the contrasting programs, while children in a basal plus phonics system showed the most positive attitudes toward reading. (Dykstra, 1967).

3. Diagnostic teaching is necessary if children are to succeed in reading. 15 per cent of the children in the United States need special corrective work. (Austin and Morrison, 1963). Ninety per cent of the teachers who responded to a questionnaire about needs in teaching reading wanted more information about corrective methods. (Adams, 1964).
4. Teaching should be carried on by enthusiastic teachers trained in identifying reading skills and in matching problems with appropriate corrective techniques and materials. (Austin and Morrison, 1963; Smith and Dechant, 1961; Burnett, 1970; Bond, 1970).
5. Training teachers in motivational techniques can increase school achievement. (Honne, 1965.)
6. Tutors, both high school students and volunteers from the community, can be an asset to the classroom teacher in tutoring children in specific needs. (Cohen, 1969; Schaeffer and Pearson, 1970).

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Spache, George and Spache, Evelyn, Reading in the Elementary Schools, 2nd Edition. Boston, Massachusetts: Allyn and Bacon, Inc., 1969.

OTHER PROGRAMS STUDIED

ERIC Programs

- ES 000-200 Screening for Potential Reading Difficulties. Fresno, California
- ES 001-432 Project to Assist the Classroom Teacher Assume A New Role as an Educational Diagnostician Using Recent Research Findings in the Learning Patterns of Children as the Catalyst for Change. Overland Park, Kansas
- ED 002-592 Elementary School Reading Centers. Milwaukee, Wisconsin
Pinpointing Specific Skills Needs. Wyatt, Neta
Setting the Environment for Learning. Sppulveda, Betty R.
- ED 022-255 Organizing A Learning Center. Davis, Harold S.
ERC of America - Cleveland
- ED 022-629 Teaching Diagnostic Techniques to Classroom Teachers.
Beldin, H.O.
- ED 022-630 Diagnostic Teaching in the Classroom. Bond, Guy L.
- ED 022-637 Establishing Guidelines for Effective In-service Programs
in Reading. McCrackin, Robert T.
- ED 023-550 Volunteer Reading Tutoring Program, Summary Report.
Schaeffer, Arthur W., Milwaukee, Wisconsin
- ED 023-152 Recipes for Reading., A Teacher's Handbook for
Diagnostic and Prescriptive Teaching, or the Reading
Teacher's Cookbook. Moody, Barbara J., Winsted, Conn.
- ED 040-018 A Study in Motivating Children to Read. Bullen, Gertrude
- ED 041-184 Project SOLVE (Support of Open Concept Learning
Areas Through Varied Educational Teams.) Somers-
worth, New Hampshire

ERIC Programs, Cont.

ED 041-722 Early Reading Assistance, A Reading Tutorial Program, Program for Action by Citizens in Education. Cleveland, Ohio

Articles

Atkinson, Richard C. and Hansen, Duncan N., "Computer-Assisted Instruction in Initial Reading the Stanford Project." Reading Research Quarterly, 2: pp. 5-26, Fall, 1966.

Criscuolo, Nicholas P., "Reading Tutors". Educate, pp. 18-20, March, 1971.

Spache, George D., "A Reaction to Computer-Assisted Instruction in Initial Reading: The Stanford Project." Reading Research Quarterly, 3: pp. 101-110, Fall, 1967.

Book

Silberman, Charles E., Crisis in the Classroom. New York: Random House, 1970.

In spite of the efforts cited in the introductory portion of this section of the proposal, results of the Iowa Basic Skills testing program in grades three through six continue to show, at best, a static condition. (This is complicated by data suggesting that students entering the system are on the average more likely to be deficient in school-related skills than are those leaving the system.) Furthermore, an analysis relating IQ levels to Iowa Test of Basic Skills scores indicates that students of all levels of ability are often deficient in reading skills. In recent years, however, district-level support has generally been directed to seriously deficient readers through the remedial reading program, rather than to moderately deficient children for whom a corrective program might be extremely productive.

Recommendations

General. Additional resources should be committed to the Training Unit Program of In-service. Experienced, as well as inexperienced staff should be included, and the training schedule should emphasize the development of those skills required to diagnose reading deficiencies; prescribe, evaluate and reinforce appropriate corrective treatments; and use related instructional technology. In addition, the cost-benefits of limited tutorial assistance should be studied, and a more effective system should be developed for storing and retrieving alternative treatments once a deficiency has been properly diagnosed. (See Page 26a.)

Target Population

The primary target population consists of approximately 9,300 children in grades one through four. The degree of effect of the

project on the district's children in grades one through four will theoretically be directly proportionate to the degree of involvement in project activities by their teachers. However, as the description of these activities below will show, it is also felt that all children in the school district will be affected by the project.

The operation of the Demonstration Centers will be divided into phases lasting from six to nine weeks. The project in ad hoc skills grouping will be operational in no fewer than three elementary schools, and will be extended to as many elementary schools as time, staff, interest and budget allow.

The project staff still plans to make use of computer services to assist in daily ad hoc grouping procedures. Such assistance would consist of monitoring student progress, providing daily information for grouping procedures. A parallel State Title III project proposal (Project BASIC - Mathematics) was recently submitted for such computer assistance.¹ Project staff had tentatively arranged to rent an IBM computer terminal to use on a trial basis in the spring of 1973; however, IBM has not been able to make a firm commitment on their new terminal model, and the Project BASIC Mathematics computer program is not yet available. If computer-aided grouping procedures are not piloted during the Spring of 1973, plans for such a program will be implemented during

¹ Project BASIC - Mathematics is the first step towards extending the Project BASIC model into other skill areas, including computation and inquiry. While the proposal anticipates the availability of State Title III money, the LEA is prepared to support this extension with only LEA funds if necessary, and as they become available.

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the third project year.

Staff development activities during the third project year will be directed to all interested first through fourth grade teachers in both public and non-public project schools.

A Teachers Advisory Committee of ten members will continue to function as an integral part of in-service planning. Four in-service quadrant meetings at each grade level (1-4) will be conducted by thirty-two quadrant in-service cadre leaders. These grade level in-service sessions will be open to all interested first through fourth grade teachers.

In addition there will be four other general in-service sessions, not of grade-level orientation. They will generally appeal to current interests arising from project activities and will have limited participation.

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Needs assessments were also conducted in January, 1973.

The project staff held meetings with the Teacher's Advisory Committee and the Experienced Cadre Leaders.

Recommendations from these groups were:

- 1.) To promote ad hoc grouping in all possible ways, by taking the Project BASIC Demonstration Center to other schools.
- 2.) To work on comprehension in-service for all levels.
- 3.) To continue and increase the volunteer program, with more help for teachers in using tutors.
- 4.) To conduct small-group in-service meetings with attendance on a quadrant, grade-level basis.
- 5.) To maintain the R.E. program and expand it to include emphasis on interest centers.
- 6.) To include the District kindergarten program in the project.

With this input the staff designed the proposed continuation grant to include items 1 through 5 above. It was felt that item 6 (kindergarten), though logically related, would present an unwieldy element in view of project funding and the project evaluation design. It is important to note, however, that the District is already engaged in a pilot project in Early Childhood Education, which will lead to updating of the kindergarten curriculum.

The rationale for the selection of all students in the primary grades as the target group is partially established in the foregoing paragraphs and partially in the general statements introducing this section (Statement of Needs) of the proposal. In summary, however, the intent of the project is to effect a general growth pattern in achieving appropriate reading levels and objectives for all children of the district. The broad objectives of the Evaluation Section of the proposal will further support this.

Proposed Target Schools

As stated in the preceding paragraphs under Target Population, the Target Schools fall into three categories:

- 1.) the school selected as the site of the Demonstration Center
- 2.) the 31 other elementary schools in the district, and
- 3.) eight participating non-public schools.

As previously stated, the intent of the project is to demonstrate an intensive set of activities to improve reading diagnosis, prescription, and performance at the Demonstration Center, with additional activities designed to carry the practices into all elementary schools. These activities obviously will be limited in scope by the restraints which the Federal funding amount poses, as well as similar restraints limiting the district contribution in view of the time at which the Federal discretionary funds became available.

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Preliminary interest surveys conducted among elementary principals indicated moderate to strong commitment for participation in ad hoc skill grouping activities on the part of nineteen elementary schools. Negotiations for sequence of implementation will continue and will be firmed up by the project staff by the end of the 1972-73 project year.

3. Technical Assistance.

Travel and Mileage

Charged to Project

Mr. King B. Nelson, IDEA, conference prior to pre-audit

Costs to be pro-rated to other projects in area and to auditing contract

District Contribution

Dr. Arno Jewett, technical assistance, provided by USOE, Div. of Plans and Supplementary Centers. May 6-7, 1971

No cost to school district

Eight staff members, 2-day conference on project development. Approx. 10 hours per staff member. \$560.0

Staffing conferences with District Teachers selected for Project. 8 teachers, 12 staff members - May 7, 1971. 4 hrs. per person attending. (Dr. Jewett also present) 580.0

Total Charged to Project

\$409.02

Total District Cont. \$1,950.0

*Comm. Representative's employer contribution (150.0)

\$2,100.0

Equipment

None

None

Other Expenses

Telephone Calls outside Cedar Rapids (Donahoe, Homme, Farr, Hyde, Sister M.E. Dolan)

\$ 25.00

Communication System for Project:

74.75

UPDATE: info out

Installation 8.00

Monthly (one month) 1.25

Dial access system, hardware, operator, staff time for writing and dubbing of script on tape for UPDATE \$100.0

Contracted Services

<u>Charged to Project</u>	
May 11, 1971; Dr. Roger Farr, University of Indiana, consultant on Evaluation Design	\$150.00
Mr. Art Wulfsberg, Management Component Section, development, design and consultation, four days	250.00 (450.00)**
Mr. King B. Nelson, IDEA, conference prior to pre-audit	Costs to be pro-rated on auditing contract
Total Charged to Project	\$400.00
**Gratis Contribution	(350.00)

<u>District Contribution</u>	
May 11, 3 project staff members at one-day conference with Dr. Farr	\$500.
Dr. Richard W. Schulz, Exec. Dir. of Curric. and Instruc., conferences with Mr. Art Wulfsberg, five days	420.
Six project staff members at one-day conference with Mr. Nelson	420.
Total District Contribution	\$1,430.

Materials and Supplies

Paper for printing production, newsletter, testing instructions and schedules, baseline data instruments, etc.	\$ 20.00
Total Charged to Project	\$ 20.00

None

Travel and Mileage

Developmental Conference, Chicago, April 12-14	\$279.00
Dr. Roger Farr, Indiana University consultant, Evaluation Design	126.00

Three staff members, 3 days	\$810
Community Representative	150

Charged to Project

HOTLINE: info in
Installation \$ 25.00
Monthly (one month) 25.00

Conference Phone
Installation 8.00
Monthly (one month) 7.50

Printing Production \$ 50.00
Newsletters to teachers; meeting
notices, agendas, reading and
study references for teachers and
Community Advisory Council.
baseline data and other local
surveys

Production of proposal 75.00

Total Charged to Project \$224.75

GRAND TOTAL

Charged to Project \$1,049.77

* Contribution (gratis)
by Mr. Wulfsberg 450.00

\$1,499.77

District Contribution

Daily transcription and
typing of HOTLINE info by
secretary \$ 25.00

Secretarial, typing, print- 25.00
ing.

Dissemination services 25.00

Secretarial services, typing 200.00
etc. for draft of proposal

5 project staff members 1,200.00
final draft of proposal

Total District Cont. \$1,575.00

GRAND TOTAL

District Contribution \$4,955.00

* Contribution by Comm-
unity Rep. employer 150.00

\$5,105.00

TOTAL PHASE I EFFORT

Grand Total Charged to Project \$1,499.77

Grand Total Charged to Dist. Contr. 5,105.00

\$6,604.77

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Project Goals (Overall Objectives). Overall goals of the project remain consistent with those shown in the first year project proposal, pages 33-35. Specific third year objectives are outlined in the following paragraphs.

a (1). Pupils. While the ultimate success of the project will be measured in the improvement of pupil reading skills, emphasis during the third year of the project will focus on further individualization of instruction.

Beginning in March, 1972, four days of technical assistance were utilized to look at types of tasks delineated on task cards throughout the first six months of instruction. Tasks were categorized into singular instructional units, called Reading Skills Task (RST) Prescriptive Units.

These RST Units have been indexed according to specific Croft Word Attack Skills, and are identified insofar as possible by such variables as individual or group instruction, learning channel employed, experiential level of instructor needed, reading level, grade level, and time required. Each RST Unit describes materials needed, source of materials, and procedures to be employed.

The RST Units are cross-indexed with printed individual pupil instructional cards which the teacher can readily access and assign to a student or group of students needing instruction in a specific skill area.

The major third year goal will be directed at teaching teachers to use these cards with individuals and ad hoc groups, in conjunction with the Cooper McGuire Diagnostic Word Analysis Test, in order to improve pupils' word attack skills.

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Further classification of pupils' skill and personal variables should lead to more efficient individual and group instruction, further diagnosis and prescription, and refinement of data directed at the third year project objective of computer managed instruction.

a. (2). Staff. As is stated in the first year project proposal, at the conclusion of the project teachers will be expected to meet minimum performance criteria (1) in the diagnosis of reading deficiencies, (2) in the prescription, performance evaluation, and contingency management of appropriate corrective treatments, and (3) in the use of related instructional technology.

Objectives for the third year staff development phase include the following.

1. Certain minimum performance criteria to be expected of every reading teacher in the Cedar Rapids Schools will be identified.
2. All interested first through fourth grade teachers in the District will be trained in the three goals delineated in the first paragraph under Staff above.
3. Some lead teachers who participated in Project BASIC in-service courses previously will be designated quadrant in-service cadre leaders and given the opportunity to share their knowledge with other groups of teachers.
4. Further steps toward the district philosophy of participatory management will be taken through the maintenance of the Teachers Advisory Committee.
5. The tutor program will be expanded with more efficient methods of training and coordination of effort. Emphasis will be placed on training of teachers to use tutors.

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a. (3). Instructional System. The project staff will continue to design, field test and recommend procedures, materials and hardware necessary to maintain a district-wide, on-going instructional system in reading diagnosis and prescription, remedial and enrichment techniques, and use of tutorial staff. Effectiveness of prescribed treatments in relation to student variables will be studied in depth. Packages of services encompassing contingency management and ad hoc skill grouping will be offered to elementary schools. Project staff will tailor these packages to the specific needs of the school and work on location at the school for specified periods of time.

34a

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a (5). Project Management. The primary function of the Project Director and Project Office staff is to assure the integrated planning and performance of the project to reach the objectives of the project: achieving the performance requirements of the project on schedule and at minimum cost. Among the important objectives of Project Management are planning and organizing, installing and operating, communicating and evaluating.

The Project Director will define and recommend the management and systems necessary for the permanent installation of the reading skills development program and identify those systems adaptable to other programs in the Department of Curriculum and Instruction as well as in other departments and divisions of the Cedar Rapids Community Schools.

b. Third Year Objectives. The following objectives are proposed for the third operational year of the project, subject to the pre-audit report. All of the objectives are keyed so that their relationship to the components of the project is explicit. Figure 5 explains the numeration key.

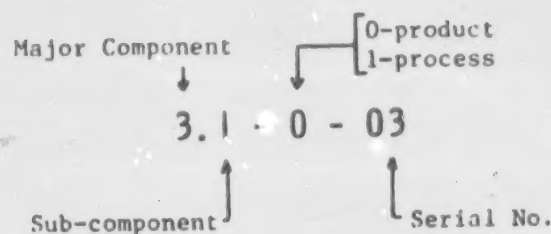


Fig. 5. Objectives Numeration Key.

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(1.0) Staff Development Objectives

1.1 Building-Unit Reading Cadre

- 1.1-0-01 The building-unit reading cadre will be composed of all first through fourth grade teachers who volunteer for some association with the project.
- 1.1-0-02 In-service experiences will be tailored to provide relevant experiences in methods, materials, and diagnostic reading procedures. Relevance of in-service experiences will be assessed at every meeting and will be defined as a group consensus of 4 out of 5 on a five point rating scale.
- 1.1-0-03 Teachers will exhibit an increased awareness of student needs as measured by a higher correlation between the first grade teachers' estimates of student proficiency on a specific behavioral objective and a sampling of student proficiency on that objective.
- 1.1-0-04 Teachers receiving trained volunteers will demonstrate an understanding of capabilities of volunteers by making realistic work assignments to volunteers. Success will be measured by questions about teacher readiness and use of volunteers on the volunteer evaluation questionnaire.

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1.1-0-05 Students will be involved in a wider variety of activities while not involved in reading groups or skill groups during reading time. Wider variety will be measured by a comparison of baseline data obtained during the past three years on the behavioral observations checklist and behavioral observations conducted during the third project year.

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1.1 Building-Unit Reading Cadre

1.1-1-01 The building unit reading cadre will be composed of (a) the Teachers' Advisory Committee, (b) the quadrant in-service cadre leaders, and (c) any other first through fourth grade teacher who wishes to volunteer for specific in-service sponsored by the project.

1.1-1-02a A Teachers' Advisory Committee consisting of (1) members from the 1972-73 Teachers' Advisory Committee who wish to volunteer their services for the third project year and (2) other volunteers to complete the membership of the ten-member committee will be reformed.

1.1-1-02b The Teachers' Advisory Committee will be reformed in May, 1973.

1.1-1-02c The Teachers' Advisory Committee will advise project staff and quadrant in-service leaders on the design of the in-service schedule for the third project year through evaluation of past Project BASIC experiences and an on-going needs assessment program.

1.1-1-02d Quadrant in-service cadre leaders will conduct four in-service meetings a year on each grade level. Relevance of meetings will be assessed by an mean rating of 4 out of 5 on a five-point scale.

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- 1.1-1-03 Activities included in the in-service courses will be designed to develop increased awareness of student needs. Efficacy of activities will be measured by the correlation between first grade teachers' estimates of student proficiency on specific behavioral objectives and a sampling of student proficiency on that objective.
- 1.1-1-04 Teachers receiving trained volunteers will have the opportunity to attend orientation sessions on how to effectively utilize the services of a volunteer. A five-point rating scale will be used to evaluate the sessions. Success will be defined as receiving a mean score of 4 out of 5 on a five-point rating scale.
- 1.1-1-05 A Reading Skill Station (RSS) file will be developed to provide teachers a repertoire of activities for children not involved in skill groups.
- 1.1-1-06 Each skill station (RSS) activity will be cross indexed with with Croft and/or Reading Skill Task (RST) files.
- 1.1-1-07 Skill station ideas will portray (1) a teacher objective, (2) a student objective, (3) student directions, (4) student evaluation, (5) materials needed, and (6) direction for management of the station.

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(1.0) Staff Development Objectives

1.2 Volunteer Tutors

- 1.2-0-01 Volunteer tutors will be familiar with the District reading philosophy, reading games, and other techniques to aid an individual tutoring children in the area of reading. Volunteers will answer a questionnaire-evaluation form at the end of the year.
- 1.2-0-02 Volunteers will work in conjunction with teachers who request additional reading instruction for a child or group of children. Placement and volunteer time spent will be logged.
- 1.2-0-03 A newsletter will be sent on a monthly basis to all volunteers.
- 1.2-1-01 Each volunteer tutor will attend a minimum of six hours of certification training sessions at which the volunteer will become acquainted with the philosophy of the school district's reading program(s), numerous reading games and other techniques to aid an individual tutoring children in the area of reading. Volunteers will be observed while working in an assigned classroom. At the end of the year the supervising teacher will answer a questionnaire-evaluation form about the volunteer's performance.

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(1.0) Staff Development Objectives

1.3 Parent Education

1.3-0-01 Parents will participate in Project-BASIC designed activities.

1.3-1-01a A representative or representatives from the volunteer corps will be recruited to serve on a task force to develop activities for an increased level of parent education. The four quadrants of the city will be represented.

1.3-1-01b A representative or representatives from the volunteer corps will be recruited to serve on a task force to develop activities for an increased level of Community Advisory Council involvement.

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(2.0) Instructional Systems Objectives

2.1 Demonstration Center

- 2.1-0-01 The Demonstration Center will be operational in no fewer than three elementary schools throughout the year, from September 17, 1973 through May 24, 1974. Operational is defined as that period of time students are involved in ad hoc skill grouping.
- 2.1-0-02 Pupils involved in ad hoc skill grouping will show growth in word attack skills as measured by pre and post-test scores on the Cooper-McGuire Diagnostic Word Analysis Test.

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2.1 Demonstration Center

2.1-1-01a Children in Demonstration Center Schools will work individually or in ad hoc skill groups from three to five days a week for 30 minutes a day.

2.1-1-01b Children in the Demonstration Center school(s) will work in ad hoc skill groups conducted by classroom teachers and Project BASIC staff.

2.1-1-01c Ad hoc skill groups will be formed and reformed through use of the Cooper-McGuire Diagnostic Word Analysis Test and other formal and informal diagnostic procedures.

2.1-1-02 Every elementary school whose teachers have completed the Croft Word Attack Skills Course will receive an RST (Reading Skill Task Prescriptive Unit) File by the end of the 1973-74 project year.

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2.2 Training, Teachers/Tutors

2.2-0-01 Teachers in the Demonstration Center schools will demonstrate competency in ad hoc skill grouping. Competency will be assessed by teachers doing skill grouping without the help of Center staff no later than the ninth week of the program and receiving an average of 8 out of 10 on a rating scale.

2.2-1-01 Teachers in the Demonstration Center school(s) will conduct individualized or ad hoc skill group activities in addition to their basal reading program. Skill group activities will be conducted by teachers in the Demonstration Center school(s) for a 30 minute period from three to five days a week.

2.2-1-02 Teachers in the Demonstration Center school(s) will participate in weekly program planning sessions with Demonstration Center staff.

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(3.0) Community Involvement Objectives

3.1 Advisory Council

3.1-0-01 The Community Advisory Council will offer advice and expertise to project staff members on all relevant aspects of the project. Minutes of the Community Council meetings and logs of any special activities will be maintained.

3.1-1-01 Community Advisory Committee members will be asked to volunteer their services in sub-committees related to the four project components as needed. A record of participation will be kept.

3.2 Communications

3.2-0-01 The communications system will insure that all persons are afforded the opportunity to receive continuous information on project activities, to ask questions of project personnel, and to provide continuous input. Requests for information and/or input will be logged according to the person initiating the communication.

3.2-1-01 Every member of the staff and community will have access to a telephone recording system for registering information or questions relative to the project.

3.2-1-02 Project personnel receiving a telephone referral form will research the question, obtain the best possible answer, and relay the information to the questioner by a personal call or note.

3.2-1-03 Anonymous questions will be reviewed by the Project Director and those deemed worthy of attention will be answered in a periodic newsletter.

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(4.0) Project Management

4.1 System Analysis

- 4.1-0-01 Revise and submit the continuation grant proposal for the project.
- 4.1-0-02 Use the system developed during the second project year for monitoring and controlling all project effort to assure achievement of performance, schedule, and cost objectives.
- 4.1-0-03 Develop detailed performance objectives and work statements for all components and key personnel.
- 4.1-1-01 Review the organization chart for the project.
- 4.1-1-02 Review the Work Breakdown Structure Matrix for the project.
- 4.1-1-03 Prepare, periodically review, and revise a work statement for each active cell in the Work Breakdown Structure Matrix.
- 4.1-1-04 Continue arrangements with appropriate consultants for technical assistance related to system analysis.

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(4.0) Project Management

4.2 Evaluation

4.2-0-01 Develop an evaluation design that is acceptable to the Project Auditor and the Project Director.

4.2-0-02 Renew audit contract or establish arrangements with new auditor.

4.2-1-01 Complete the collection and organization of the 1972-73 data.

4.2-1-02 Submit an end-of-project evaluation report to the United States Office of Education.

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(4.0) Project Management

4.3 Independent Audit

4.3-0-01 Review, refine, and submit an audit plan to the Project Director and complete an Evaluation Design Critique in a pre-audit report.

4.3-1-01 Review the continuation grant proposal as part of the third-year activities.

4.3-1-02 Make an on-site visit to provide a preliminary review of the evaluation design and establish a schedule for the remaining audit activities.

5. Budget.

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COMPONENTS

1.0	<u>Staff Development</u>		
1.1	Building-Unit Cadre	13,438	
1.2	Volunteer Tutors	4,763	
1.3	Parent Education	522	18,723
2.0	<u>Instructional Systems</u>		
2.1	Demonstration Center	21,792	
2.2	Training, Teacher/Tutors	7,847	
2.3	Computer Support Services	1,798	31,437
3.0	<u>Community Involvement</u>		
3.1	Advisory Council	585	
3.2	Communications	2,585	3,170
4.0	<u>Project Management</u>		
4.1	System Analysis	8,991	
4.2	Evaluation	5,714	
4.3	Independent Audit	1,965	16,670
	TOTAL		70,000

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

(Title III, Elementary and Secondary Education Act of 1965, P.L. 91-230, Section 306)

NOTE: Read the attached Instructions before completing this form)

NAME AND ADDRESS OF AGENCY

Cedar Rapids Community School District
346 Second Avenue S.W.
Cedar Rapids, Iowa 52402

STATE
Iowa

BUDGET PERIOD
(Month, day, & Year)

BEGINNING Jul 1, 1972 ENDING Jun 30, 1973

CHECK ONE BLOCK IN EACH COLUMN TO INDICATE PURPOSE FOR WHICH THIS FORM IS BEING PREPARED

☐ PROPOSED BUDGET SUMMARY
(Attach detail schedules)
☒ ESTIMATED EXPENDITURE
REPORT
☐ FINAL EXPENDITURE REPORT

Not required
w/Estimated
Expenditure
Reports

☐ COMPONENT COSTS
☐ TITLE III ADMINISTRATIVE COSTS
☒ TOTAL TITLE III COSTS

Submit only
w/Final
Expenditure
Reports

☐ LOCAL AND OTHER SUPPORTIVE
COSTS
☐ TOTAL COSTS: TITLE III,
LOCAL, OTHER SUPPORTIVE
COSTS

PART I - EXPENDITURES			PART II - SUMMARY - AUTHORIZATIONS, EXPENDITURES AND BALANCES OF FUNDS	
EXPENSE CLASSIFICATION	AMOUNT	NEGOTIATED BUDGET		
SALARIES & EMPLOYEE BENEFITS			1a. Unexpended funds from prior grant authorized for expend- iture this budget period	11,668.0
Professional	53,291			
Nonprofessional	15,769			
CONTRACTED SERVICES	7,850		1b. Approved grant award for this budget period	90,000.0
MATERIALS AND SUPPLIES				
Office Materials and Supplies	8,800			
Instructional Materials	6,328		1c. Total Title III funds author- ized for expenditure this budget period	101,668.0
TRAVEL	5,655			
EQUIPMENT			2. Expenditures this period	101,668.0
Equipment Purchases	300			
Equipment Rentals			3. Unexpended balance of funds	.0
CONSTRUCTION				
Remodeling (Less than \$2,000)				
Remodeling (More than \$2,000)				
Other (Specify in attachment)				
OTHER EXPENSES	3,675			
Telephone, Utilities, etc.			1. Total Grant Awards to date	214,320.0
Printing and Reproduction			2. Total Federal cash received	166,320.0
Rental of Facilities			3. Investment Income received	.0
Other Miscellaneous			4. Investment Income refunded to OE	.0
TOTAL DIRECT COSTS				
INDIRECT COSTS CLAIMED ()				
TOTAL ALL COSTS	101,668			

PART IV - HANDICAPPED COMPONENT EXPENDITURES (Required of projects w/handicapped components)

A. BY TYPE OF HANDICAPPED CHILDREN BENEFITING		B. BY SPECIAL CATEGORIES	
TYPE OF HANDICAP	ESTIMATE EXPENDITURES	CATEGORY	ESTIMATE EXPENDITURES
Trainable Mentally Retarded		Preschool Project Activities	
Educable Mentally Retarded		Voc-ed Project Activities	
Learning Disabled		Model City Project Activities	
Emotionally Disturbed		Kindergarten Project Activities	
Other Health Impaired		Inservice Training of Staff	
Crippled		Parent Services	
Visually Handicapped			
Deaf-blind			
Deaf			
Hard of Hearing			
Speech Impaired			
TOTAL HANDICAPPED			

This Fiscal Report is correct and the
expenditures included are deemed prop-
erly chargeable to the grant award.

SIGNATURE OF PROJECT DIRECTOR

A. P. Diaz

DATE 2-15-73

SIGNATURE OF PROJECT FISCAL OFFICER

Aldrich A. Deahov

DATE 2-15-73

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FEB 15, 1973
FORM APPROVED
O.M.B. NO. 51-RO243

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS
(Title III, Elementary and Secondary Education Act of 1965, P.L. 91-230, Section 306)

PROJECT NUMBER
71-7048
GRANT NUMBER
OEG -0-71-1733(290)

NOTE: Read the attached instructions before completing this form

NAME AND ADDRESS OF AGENCY

Cedar Rapids Community School District
346 2nd Avenue S.W.
Cedar Rapids, Iowa 52402

STATE
Iowa
BUDGET PERIOD
(Month, day, & Year)
BEGINNING
Jul 1, 1973
ENDING
Jun 30, 1974

CHECK ONE BLOCK IN EACH COLUMN TO INDICATE PURPOSE FOR WHICH THIS FORM IS BEING PREPARED

☒ PROPOSED BUDGET SUMMARY (Attach detail schedules) ☐ COMPONENT COSTS ☐ LOCAL AND OTHER SUPPORT
☐ ESTIMATED EXPENDITURE REPORT ☒ TITLE III ADMINISTRATIVE COSTS ☐ TOTAL COSTS: TITLE III, LOCAL, OTHER SUPPORTIVE COSTS
☐ FINAL EXPENDITURE REPORT ☐ TOTAL TITLE III COSTS

PART I - EXPENDITURES

EXPENSE CLASSIFICATION	AMOUNT	NEGOTIATED BUDGET
SALARIES & EMPLOYEE BENEFITS		
Professional	9,786	
Nonprofessional	7,192	
CONTRACTED SERVICES	1,650	
MATERIALS AND SUPPLIES	1,300	
Office Materials and Supplies		
Instructional Materials		
TRAVEL	743	
EQUIPMENT		
Equipment Purchases		
Equipment Rentals		
CONSTRUCTION		
Remodeling (Less than \$2,000)		
Remodeling (More than \$2,000)		
Other (Specify in attachment)		
OTHER EXPENSES	658	
Telephone, Utilities, etc.		
Printing and Reproduction		
Rental of Facilities		
Other Miscellaneous		
TOTAL DIRECT COSTS		
INDIRECT COSTS CLAIMED ()		
TOTAL ALL COSTS	21,335	

PART II - SUMMARY - AUTHORIZATIONS, EXPENDITURES AND BALANCES OF FUNDS

1a. Unexpended funds from prior grant authorized for expenditure this budget period

1b. Approved grant award for this budget period

1c. Total Title III funds authorized for expenditure this budget period

2. Expenditures this period

3. Unexpended balance of funds

PART III - CUMULATIVE TOTALS TO DATE

1. Total Grant Awards to date

2. Total Federal cash received

3. Investment Income received

4. Investment Income refunded to OE

PART IV - HANDICAPPED COMPONENT EXPENDITURES (Required of projects w/handicapped components)

A. BY TYPE OF HANDICAPPED CHILDREN BENEFITING

TYPE OF HANDICAP	ESTIMATE EXPENDITURES
Trainable Mentally Retarded	
Educable Mentally Retarded	
Learning Disabled	
Emotionally Disturbed	
Other Health Impaired	
Crippled	
Visually Handicapped	
Deaf-blind	
Deaf	
Hard of Hearing	
Speech Impaired	
TOTAL HANDICAPPED	

B. BY SPECIAL CATEGORIES

CATEGORY	ESTIMATE EXPENDITURES
Preschool Project Activities	
Voc-ed Project Activities	
Model City Project Activities	
Kindergarten Project Activities	
Inservice Training of Staff	
Parent Services	

This Fiscal Report is correct and the expenditures included are deemed properly chargeable to the grant award.

SIGNATURE OF PROJECT DIRECTOR

C. P. Lutz

SIGNATURE OF PROJECT FISCAL OFFICER

Aldrich A. Brubaker

DATE

2/15/73

DATE

2/15/73

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS
(Title III, Elementary and Secondary Education Act of 1965, P.L. 91-230, Section 306)

NOTE: Read the attached instructions before completing this form)

NAME AND ADDRESS OF AGENCY

Cedar Rapids Community School District
346 2nd Avenue S.W.
Cedar Rapids, Iowa 52402

PROJECT NUMBER

71-7048

GRANT NUMBER

OEG -0-71-1733(290)

STATE

Iowa

BUDGET PERIOD
(Month, day, & Year)

BEGINNING

Jul 1, 1973

ENDING

Jun 30, 1974

CHECK ONE BLOCK IN EACH COLUMN TO INDICATE PURPOSE FOR WHICH THIS FORM IS BEING PREPARED

☒ PROPOSED BUDGET SUMMARY

Not required

☐

COMPONENT COSTS

Submit only

☐ LOCAL AND OTHER SUPPORT

☐ ESTIMATED EXPENDITURE

w/Estimated

☐

TITLE III ADMINISTRATIVE COSTS

w/Final

☐ TOTAL COSTS: TITLE III,

REPORT

Expenditure

☐

Expenditure

LOCAL, OTHER SUPPORTIVE

☐ FINAL EXPENDITURE REPORT

Reports

☒

TOTAL TITLE III COSTS

Reports

COSTS

PART I - EXPENDITURES

EXPENSE CLASSIFICATION	AMOUNT	NEGOTIATED BUDGET
SALARIES & EMPLOYEE BENEFITS		
Professional	37,346	
Nonprofessional	22,243	
CONTRACTED SERVICES	2,300	
MATERIALS AND SUPPLIES	4,175	
Office Materials and Supplies		
Instructional Materials		
TRAVEL	2,753	
EQUIPMENT	100	
Equipment Purchases		
Equipment Rentals		
CONSTRUCTION		
Remodeling (Less than \$2,000)		
Remodeling (More than \$2,000)		
Other (Specify in attachment)		
OTHER EXPENSES	1,083	
Telephone, Utilities, etc.		
Printing and Reproduction		
Rental of Facilities		
Other Miscellaneous		
TOTAL DIRECT COSTS	70,000	
INDIRECT COSTS CLAIMED		
TOTAL ALL COSTS	70,000	

PART II - SUMMARY - AUTHORIZATIONS, EXPENDITURES AND BALANCES OF FUNDS

1a. Unexpended funds from prior grant authorized for expenditure this budget period

1b. Approved grant award for this budget period

1c. Total Title III funds authorized for expenditure this budget period

2. Expenditures this period

3. Unexpended balance of funds

PART III - CUMULATIVE TOTALS TO DATE

1. Total Grant Awards to date

2. Total Federal cash received

3. Investment Income received

4. Investment Income refunded to OE

PART IV - HANDICAPPED COMPONENT EXPENDITURES (Required of projects w/handicapped components)

A. BY TYPE OF HANDICAPPED CHILDREN BENEFITING

TYPE OF HANDICAP	ESTIMATE EXPENDITURES
Trainable Mentally Retarded	
Educable Mentally Retarded	
Learning Disabled	
Emotionally Disturbed	
Other Health Impaired	
Crippled	
Visually Handicapped	
Deaf-blind	
Deaf	
Hard of Hearing	
Speech Impaired	
TOTAL HANDICAPPED	

B. BY SPECIAL CATEGORIES

CATEGORY	ESTIMATE EXPENDITURES
Preschool Project Activities	
Voc-ed Project Activities	
Model City Project Activities	
Kindergarten Project Activities	
Inservice Training of Staff	
Parent Services	

This Fiscal Report is correct and the expenditures included are deemed properly chargeable to the grant award.

SIGNATURE OF PROJECT DIRECTOR

A. T. Diaz

DATE

2/15/73

SIGNATURE OF PROJECT FISCAL OFFICER

Alfred A. Shahan

DATE

2/15/73

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 2002

FORM APPROVED
O.M.B. NO. 51-RO343

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

(Title III, Elementary and Secondary Education Act of 1965, P.L. 91-230, Section 306)

NOTE: Read the attached instructions before completing this form)

NAME AND ADDRESS OF AGENCY

Cedar Rapids Community School District
346 2nd Avenue S.W.
Cedar Rapids, Iowa 52402

PROJECT NUMBER

71-7048

GRANT NUMBER

OEG -0-71-1733(290)

STATE

Iowa

BUDGET PERIOD
(Month, day, & Year)

BEGINNING

Jul 1, 1973

ENDING

Jun 30, 1974

CHECK ONE BLOCK IN EACH COLUMN TO INDICATE PURPOSE FOR WHICH THIS FORM IS BEING PREPARED

☒ PROPOSED BUDGET SUMMARY

(Attach detail schedules)

☐ ESTIMATED EXPENDITURE

REPORT

☐ FINAL EXPENDITURE REPORT

Not required

w/Estimated

Expenditure

Reports

☒ 1.0

COMPONENT COSTS

☐ TITLE III ADMINISTRATIVE COSTS

☐ TOTAL TITLE III COSTS

Submit only

w/Final

Expenditure

Reports

☐ LOCAL AND OTHER SUPPORT

☐ TOTAL COSTS: TITLE III,
LOCAL, OTHER SUPPORTIVE
COSTS

PART I - EXPENDITURES

EXPENSE CLASSIFICATION	AMOUNT	NEGOTIATED BUDGET
SALARIES & EMPLOYEE BENEFITS		
Professional:	15,577	
Nonprofessional	1,686	
CONTRACTED SERVICES	300	
MATERIALS AND SUPPLIES	250	
Office Materials and Supplies		
Instructional Materials		
TRAVEL	685	
EQUIPMENT		
Equipment Purchases		
Equipment Rentals		
CONSTRUCTION		
Remodeling (Less than \$2,000)		
Remodeling (More than \$2,000)		
Other (Specify in attachment)		
OTHER EXPENSES	225	
Telephone, Utilities, etc.		
Printing and Reproduction		
Rental of Facilities		
Other Miscellaneous		
TOTAL DIRECT COSTS		
INDIRECT COSTS CLAIMED ()		
TOTAL ALL COSTS	18,723	

PART II - SUMMARY - AUTHORIZATIONS,
EXPENDITURES AND BALANCES OF FUNDS

1a. Unexpended funds from prior
grant authorized for expend-
iture this budget period

1b. Approved grant award for
this budget period

1c. Total Title III funds author-
ized for expenditure this
budget period

2. Expenditures this period

3. Unexpended balance of funds

PART III - CUMULATIVE TOTALS TO DATE

1. Total Grant Awards to date

2. Total Federal cash received

3. Investment Income received

4. Investment Income refunded
to OE

PART IV - HANDICAPPED COMPONENT EXPENDITURES (Required of projects w/handicapped components)

A. BY TYPE OF HANDICAPPED CHILDREN BENEFITING

TYPE OF HANDICAP	ESTIMATE EXPENDITURES
Trainable Mentally Retarded	
Educable Mentally Retarded	
Learning Disabled	
Emotionally Disturbed	
Other Health Impaired	
Crippled	
Visually Handicapped	
Deaf-blind	
Deaf	
Hard of Hearing	
Speech Impaired	
TOTAL HANDICAPPED	

B. BY SPECIAL CATEGORIES

CATEGORY	ESTIMATE EXPENDITURES
Preschool Project Activities	
Voc-ed Project Activities	
Model City Project Activities	
Kindergarten Project Activities	
Inservice Training of Staff	
Parent Services	

This Fiscal Report is correct and the
expenditures included are deemed prop-
erly chargeable to the grant award.

SIGNATURE OF PROJECT DIRECTOR

SIGNATURE OF PROJECT FISCAL OFFICER

DATE

2/15/73

DATE

2/15/73

FEB 15, 1973
FORM APPROVED
O.M.B. NO. 51-RO241

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS
(Title III, Elementary and Secondary Education Act of 1965, P.L. 91-230, Section 306)

NOTE: Read the attached instructions before completing this form.

NAME AND ADDRESS OF AGENCY

Cedar Rapids Community School District
346 2nd Avenue S.W.
Cedar Rapids, Iowa 52402

PROJECT NUMBER

71-7048

GRANT NUMBER

OEG -0-71-1733(296)

STATE

Iowa

BUDGET PERIOD
(Month, day, & Year)

BEGINNING

Jul 1, 1973

ENDING

Jun 30, 1974

CHECK ONE BLOCK IN EACH COLUMN TO INDICATE PURPOSE FOR WHICH THIS FORM IS BEING PREPARED

☒ **PROPOSED BUDGET SUMMARY**
(Attach detail schedules)

Not required
w/Estimated

☐ 2.0

COMPONENT COSTS

Submit only
w/Final

☐ **LOCAL AND OTHER SUPPORT**

☐ **ESTIMATED EXPENDITURE REPORT**

Expenditure
Reports

☐ **TITLE III ADMINISTRATIVE COSTS**

Expenditure
Reports

☐ **TOTAL COSTS: TITLE III, LOCAL, OTHER SUPPORTIVE COSTS**

☐ **FINAL EXPENDITURE REPORT**

☐ **TOTAL TITLE III COSTS**

PART I - EXPENDITURES

EXPENSE CLASSIFICATION	AMOUNT	NEGOTIATED BUDGET
SALARIES & EMPLOYEE BENEFITS		
Professional	12,335	
Nonprofessional	14,842	
CONTRACTED SERVICES	350	
MATERIALS AND SUPPLIES	2,650	
Office Materials and Supplies		
Instructional Materials		
TRAVEL	1,060	
EQUIPMENT	100	
Equipment Purchases		
Equipment Rentals		
CONSTRUCTION		
Remodeling (Less than \$2,000)		
Remodeling (More than \$2,000)		
Other (Specify in attachment)		
OTHER EXPENSES	100	
Telephone, Utilities, etc.		
Printing and Reproduction		
Rental of Facilities		
Other Miscellaneous		
TOTAL DIRECT COSTS		
INDIRECT COSTS CLAIMED ()		
TOTAL ALL COSTS	31,437	

PART II - SUMMARY - AUTHORIZATIONS, EXPENDITURES AND BALANCES OF FUNDS

1a. Unexpended funds from prior grant authorized for expenditure this budget period

1b. Approved grant award for this budget period

1c. Total Title III funds authorized for expenditure this budget period

2. Expenditures this period

3. Unexpended balance of funds

PART III - CUMULATIVE TOTALS TO DATE

1. Total Grant Awards to date

2. Total Federal cash received

3. Investment Income received

4. Investment Income refunded to OE

PART IV - HANDICAPPED COMPONENT EXPENDITURES (Required of projects w/handicapped components)

A. BY TYPE OF HANDICAPPED CHILDREN BENEFITING

TYPE OF HANDICAP	ESTIMATE EXPENDITURES
Trainable Mentally Retarded	
Educable Mentally Retarded	
Learning Disabled	
Emotionally Disturbed	
Other Health Impaired	
Crippled	
Visually Handicapped	
Deaf-blind	
Deaf	
Hard of Hearing	
Speech Impaired	
TOTAL HANDICAPPED	

B. BY SPECIAL CATEGORIES

CATEGORY	ESTIMATE EXPENDITURES
Preschool Project Activities	
Voc-ed Project Activities	
Model City Project Activities	
Kindergarten Project Activities	
Inservice Training of Staff	
Parent Services	

This Fiscal Report is correct and the expenditures included are deemed properly chargeable to the grant award.

SIGNATURE OF PROJECT DIRECTOR

SIGNATURE OF PROJECT FISCAL OFFICER

DATE

2/15/73

DATE

2/15/73

FEB 15, 1973
FORM APPROVED
O.M.D. NO. 51-R0343

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS
(Title III, Elementary and Secondary Education Act of 1965, P.L. 89-230, Section 306)

NOTE: Read the attached instructions before completing this form

NAME AND ADDRESS OF AGENCY

Cedar Rapids Community School District
346 2nd Avenue S.W.
Cedar Rapids, Iowa 52402

PROJECT NUMBER

71-7048

GRANT NUMBER

OEG -0-71-1733(290)

STATE

Iowa

BUDGET PERIOD
(Month, day, & Year)

BEGINNING

Jul 1, 1973

ENDING

Jun 30, 1974

CHECK ONE BLOCK IN EACH COLUMN TO INDICATE PURPOSE FOR WHICH THIS FORM IS BEING PREPARED

☒ PROPOSED BUDGET SUMMARY

(Attach detail schedules)

☐ ESTIMATED EXPENDITURE

REPORT

☐ FINAL EXPENDITURE REPORT

Not required

w/Estimated

Expenditure

Reports

☒ 3.0 COMPONENT COSTS

☐ TITLE III ADMINISTRATIVE COSTS

☐ TOTAL TITLE III COSTS

Submit only

w/Final

Expenditure

Reports

☐ LOCAL AND OTHER SUPPORT

☐ TOTAL COSTS: TITLE III,

LOCAL, OTHER SUPPORTIVE

COSTS

PART I - EXPENDITURES

EXPENSE CLASSIFICATION	AMOUNT	NEGOTIATED BUDGET
SALARIES & EMPLOYEE BENEFITS		
Professional	2,180	
Nonprofessional		
CONTRACTED SERVICES		
MATERIALS AND SUPPLIES	375	
Office Materials and Supplies		
Instructional Materials		
TRAVEL	165	
EQUIPMENT		
Equipment Purchases		
Equipment Rentals		
CONSTRUCTION		
Remodeling (Less than \$2,000)		
Remodeling (More than \$2,000)		
Other (Specify in attachment)		
OTHER EXPENSES	450	
Telephone, Utilities, etc.		
Printing and Reproduction		
Rental of Facilities		
Other Miscellaneous		
TOTAL DIRECT COSTS		
INDIRECT COSTS CLAIMED ()		
TOTAL ALL COSTS	3,170	

PART II - SUMMARY - AUTHORIZATIONS, EXPENDITURES AND BALANCES OF FUNDS

1a. Unexpended funds from prior grant authorized for expenditure this budget period

1b. Approved grant award for this budget period

1c. Total Title III funds authorized for expenditure this budget period

2. Expenditures this period

3. Unexpended balance of funds

PART III - CUMULATIVE TOTALS TO DATE

1. Total Grant Awards to date

2. Total Federal cash received

3. Investment Income received

4. Investment Income refunded to OE

PART IV - HANDICAPPED COMPONENT EXPENDITURES (Required of projects w/handicapped components)

A. BY TYPE OF HANDICAPPED CHILDREN BENEFITING

TYPE OF HANDICAP	ESTIMATE EXPENDITURES
Trainable Mentally Retarded	
Educable Mentally Retarded	
Learning Disabled	
Emotionally Disturbed	
Other Health Impaired	
Crippled	
Visually Handicapped	
Deaf-blind	
Deaf	
Hard of Hearing	
Speech Impaired	
TOTAL HANDICAPPED	

B. BY SPECIAL CATEGORIES

CATEGORY	ESTIMATE EXPENDITURES
Preschool Project Activities	
Voc-ed Project Activities	
Model City Project Activities	
Kindergarten Project Activities	
Inservice Training of Staff	
Parent Services	

This Fiscal Report is correct and the expenditures included are deemed properly chargeable to the grant award.

SIGNATURE OF PROJECT DIRECTOR

SIGNATURE OF PROJECT FISCAL OFFICER

DATE

2/15/73

DATE

2/15/73

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FEB 15, 1973
FORM APPROVED
O.M.S. NO. 51-RO343

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS
(Title III, Elementary and Secondary Education Act of 1965, P.L. 91-279, Section 306)

NOTE: Read the attached instructions before completing this form)

NAME AND ADDRESS OF AGENCY

Cedar Rapids Community School District
346 2nd Avenue S.W.
Cedar Rapids, Iowa 52402

PROJECT NUMBER

71-7048

GRANT NUMBER

OEG -0-71-1733(290)

STATE

Iowa

BUDGET PERIOD
(Month, day, & Year)

BEGINNING

Jul 1, 1973

ENDING

Jun 30, 1974

CHECK ONE BLOCK IN EACH COLUMN TO INDICATE PURPOSE FOR WHICH THIS FORM IS BEING PREPARED

- ☒ PROPOSED BUDGET SUMMARY
(Attach detail schedules)
☐ ESTIMATED EXPENDITURE
REPORT
☐ FINAL EXPENDITURE REPORT

Not required
w/Estimated
Expenditure
Reports

- ☐ 4.0 COMPONENT COSTS
☐ TITLE III ADMINISTRATIVE COSTS
☐ TOTAL TITLE III COSTS

Submit only
w/Final
Expenditure
Reports

- ☐ LOCAL AND OTHER SUPPORT
☐ TOTAL COSTS: TITLE III,
LOCAL, OTHER SUPPORTIVE
COSTS

PART I - EXPENDITURES

EXPENSE CLASSIFICATION	AMOUNT	NEGOTIATED BUDGET
SALARIES & EMPLOYEE BENEFITS		
Professional	7,254	
Nonprofessional	5,715	
CONTRACTED SERVICES	1,650	
MATERIALS AND SUPPLIES	1,000	
Office Materials and Supplies		
Instructional Materials		
TRAVEL	743	
EQUIPMENT		
Equipment Purchases		
Equipment Rentals		
CONSTRUCTION		
Remodeling (Less than \$2,000)		
Remodeling (More than \$2,000)		
Other (Specify in attachment)		
OTHER EXPENSES	308	
Telephone, Utilities, etc.		
Printing and Reproduction		
Rental of Facilities		
Other Miscellaneous		
TOTAL DIRECT COSTS		
INDIRECT COSTS CLAIMED ()		
TOTAL ALL COSTS	16,670	

PART II - SUMMARY - AUTHORIZATIONS,
EXPENDITURES AND BALANCES OF FUNDS

1a. Unexpended funds from prior
grant authorized for expend-
iture this budget period

1b. Approved grant award for
this budget period

1c. Total Title III funds author-
ized for expenditure this
budget period

2. Expenditures this period

3. Unexpended balance of funds

PART III - CUMULATIVE TOTALS TO DATE

1. Total Grant Awards to date

2. Total Federal cash received

3. Investment Income received

4. Investment Income refunded
to OE

PART IV - HANDICAPPED COMPONENT EXPENDITURES (Required of projects w/handicapped components)

A. BY TYPE OF HANDICAPPED CHILDREN BENEFITING

TYPE OF HANDICAP	ESTIMATE EXPENDITURES
Trainable Mentally Retarded	
Educable Mentally Retarded	
Learning Disabled	
Emotionally Disturbed	
Other Health Impaired	
Crippled	
Visually Handicapped	
Deaf-blind	
Deaf	
Hard of Hearing	
Speech Impaired	
TOTAL HANDICAPPED	

B. BY SPECIAL CATEGORIES

CATEGORY	ESTIMATE EXPENDITURES
Preschool Project Activities	
Voc-ed Project Activities	
Model City Project Activities	
Kindergarten Project Activities	
Inservice Training of Staff	
Parent Services	

This Fiscal Report is correct and the
expenditures included are deemed prop-
erly chargeable to the grant award.

SIGNATURE OF PROJECT DIRECTOR

A. P. Diaz

SIGNATURE OF PROJECT FISCAL OFFICER

Aldrich A. Wharles

DATE

2/15/73

DATE

2/15/73

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20308

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

Title III, Elementary and Secondary Education Act of 1965 - Supplemental, Centers and Services Program
Section 306, P.L. 91-230

AGENCY'S NAME & ADDRESS:

Cedar Rapids Community School District, 346 Second Avenue SW, Cedar Rapids

PROJECT NUMBER

71-7048

GRANT NUMBER

OEG- 0-71-1933 (290)

STATE:

Iowa

BUDGET PERIOD:

BEGINNING July 1, 1973 ENDING June 30, 1974

☐ PROPOSED BUDGET SUMMARY
☐ ESTIMATED EXPENDITURE REPORT
☐ FINAL EXPENDITURE REPORT

☐ TITLE III OVERALL ADMINISTRATIVE COSTS
☐ OVERALL TITLE III COSTS
☐ LOCAL AND OTHER SUPPORTIVE COSTS
☐ TOTAL COSTS; TITLE III, LOCAL, OTHER SUPPORTIVE COSTS

COMPONENT

CHECK ONE BLOCK IN EACH COLUMN TO INDICATE PURPOSE FOR WHICH THIS FORM IS BEING PREPARED

PART I - EXPENDITURES (OTHER THAN CONSTRUCTION)

EXPENDITURE ACCOUNTS			EXPENSE CLASSIFICATION							EQUIPMENT	OTHER EXPENSES	TOTAL EXPENDITURES	NEGOTIATED BUDGET
FUNCTIONAL CLASSIFICATION	ACC'T NO.		SALARIES		CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL						
			PROFESSIONAL	NON-PROFESSIONAL									
1			3	4								11	
1	ADMINISTRATION	100	6,595	5,195	1,650	1,300	743		658	16,141			
2	INSTRUCTION	200	25,053	14,834	650	2,750	1,715		325	45,327			
3	ATTENDANCE SERVICES	300											
4	HEALTH SERVICES	400											
5	PUPIL TRANSPORTATION SERVICES	500											
6	OPERATION OF PLANT	600											
7	MAINTENANCE OF PLANT	700											
8	FIXED CHARGES	800	3,191	2,003						5,194			
9	FOOD SERVICES	900											
10	STUDENT BODY ACTIVITIES	1000											
11	COMMUNITY SERVICES	1100	2,507	211		125	295		100	3,238			
12	REMODELING IN COSTS TOTAL MORE THAN \$100,000 (ENTER IN PART II)	1200											
13	CAPITAL OUTLAY (EQUIPMENT ONLY)	1300						100		100			
14	TOTAL		37,346	22,243	2,300	4,175	2,753		1,083	70,000			
15	NEGOTIATED BUDGET												

FEB 15, 1973

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20540

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS
Title III, Elementary and Secondary Education Act of 1965 - Supplementary Centers and Services Program
Section 306, P.L. 91-230

AGENCY'S NAME & ADDRESS: Cedar Rapids Community School District, 346 Second Avenue, Cedar Rapids, Iowa

PROJECT NUMBER: 71-7048

GRANT NUMBER: OEC- 0-71-1733 (290)

STATE: Iowa

BUDGET PERIOD: BEGINNING July 1, 1973 ENDING June 30, 1977

CHECK ONE BLOCK IN EACH COLUMN TO INDICATE PURPOSE FOR WHICH THIS FORM IS BEING PREPARED

☐ PROPOSED BUDGET SUMMARY

☐ ESTIMATED EXPENDITURE REPORT

☐ FINAL EXPENDITURE REPORT

☐ TITLE III OVERALL ADMINISTRATIVE COSTS

☒ OVERALL TITLE III COSTS

☐ LOCAL AND OTHER SUPPORTIVE COSTS

☐ TOTAL COSTS; TITLE III, LOCAL, OTHER SUPPORTIVE COSTS

PART I - EXPENDITURES (OTHER THAN CONSTRUCTION)

EXPENDITURE ACCOUNTS	FUNCTIONAL CLASSIFICATION	ACCT. NO.	BALANCE			EXPENSE CLASSIFICATION			COMMIT	OTHER EXPENSES	TOTAL EXPENDITURES	NEGOTIATED BUDGET
			PERSONNEL	NON-PERSONNEL	4	CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL				
1 ADMINISTRATION		100	6,595	5,195		1,650	1,300	743		658	16,141	
2 INSTRUCTION		200										
3 ATTENDANCE SERVICES		300										
4 HEALTH SERVICES		400										
5 PUBLIC TRANSPORTATION SERVICES		500										
6 OPERATION OF PLANT		600										
7 MAINTENANCE OF PLANT		700										
8 FIELD CHARGES		800										
9 FOOD SERVICES		900										
10 STUDENT BODY ACTIVITIES		1000										
11 COMMUNITY SERVICES		1100										
12 REMODELING (IN COSTS TOTAL MORE THAN \$1000 (PRICE IN PART II))		1200										
13 CAPITAL OUTLAY (EQUIPMENT ONLY)		1300										
14 TOTAL			6,595	5,195		1,650	1,300	743		658	16,141	
15 NEGOTIATED BUDGET												

FEB 15 1973

FEB 15, 1973

NOTE: Supplementary schedules for Proposed Budget Summary, Title III Overall Administrative costs and the four project components have been revised for the third year of operation and are included with this proposal.

6. Local Commitment. The Cedar Rapids Community School District is committed to a comprehensive program of staff development through a combination of short-term and ongoing in-service opportunities. Generally, however, the district has not been in a position to allocate substantial resources to the development of courses, seminars, and workshops. Rather, in-service activities have been organized so as to draw on already existing competencies and staff experience. Recognizing the critical need for expanded teacher in-service in reading and aware that little or nothing has yet been offered to volunteer tutors or to parents, this project was conceived to allow sufficient development effort to produce a program that can be maintained at reasonable cost and maximum effectiveness. The capability of this district to deal effectively with short and long-term staff development needs is best illustrated by a brief description of the current in-service program.

The Cedar Rapids commitment to teacher training as a career-long process is evidenced by the resources allocated to staff development. More than \$200,000 is budgeted annually to the in-service function to operate a variety of programs. In addition, the in-service effort is headed by a director-level administrator and carried out by a staff of sixteen coordinators and project leaders along with an ever-increasing number of lead teachers. The proposed staff development program for teachers of reading will be accommodated by one or more of the programs described below and will necessitate no new organizational structure.

Released Time Program. Substitute teachers are provided for staff members to receive training, conduct visitations, or attend meetings to develop curriculum or teaching process. This part of the in-service program is designed for great flexibility, making it possible to encompass

much of the proposed staff development activity for reading teachers. There are two major advantages to a program which releases teachers for non-teaching duties during contracted time: 1) an opportunity is gained to provide training prior to and during the implementation of new curricular materials or teaching processes, and 2) it is possible to take advantage of some of the best thinking available in the planning of staff development programs and curriculum changes. It is clear that for a school system to maximize its effectiveness for children it must provide structured opportunities for teachers to share in thinking through problems which manifest themselves in the classroom. The released time program provides such a structure.

Training Units. One of the high priority objectives of the Cedar Rapids schools is improved functional competency in reading. Of the several strategies agreed upon to reach this objective, the one which has produced the most immediate effect prior to the current proposal is the program that has come to be termed the Primary Training Unit. Now nearing the first full year of implementation, the training unit concept involves the identification and selection of one superior primary teacher to serve as a unit leader for four to eight new teachers at the same grade level. The unit meets together during the pre-school workshop and monthly during the school year. In addition, members of each unit are provided with released time to permit half day visits in the unit leader's room and visits by the unit leader to each of the new teachers' rooms. Unit leaders meet with the district's primary specialist to receive training and maintain a coordinated program.

Professional Credit Program. The central purpose of the Professional Credit In-Service Program is to provide opportunities for in-depth study of problems or issues identified as worthy of study by committees whose task

5

it is to research the staff development needs of the district. Courses and seminars of varying lengths are conceptualized and planned by one of eight standing committees, then offered to the teachers of the district as an optional in-service activity. Approximately thirty-five courses are offered each year.

Courses selected for inclusion in the in-service curriculum are designed to provide knowledge and/or experience which will bear directly upon the goal of improving instruction. It is not the function of this program to write or to evaluate curriculum. Tasks that can best be accomplished through an extended assignment or mini-grant (explained on the next page) are not deemed appropriate for course activity in the Professional Credit program. Rather, an attempt is made to present opportunities for study of specific instructional techniques or content. An overriding goal is the presentation of material which can be used directly in the teaching task.

Perhaps the most important of the criteria used in determining the final program of courses is balance. An attempt is made to judge equally the needs of elementary and secondary teachers, to provide both content and process oriented activities, and to offer opportunities for general professional growth as well as for the acquisition of specific skills and abilities.

In-Service Days. Teacher contracts in the Cedar Rapids district are for 190 days of service, 180 of which school is in session. Of the remaining ten days, four are taken by the annual pre-school workshop in August, leaving six Fridays which are designated as In-Service Days. Spread throughout the school year, these are days on which no classes are held and on which staff development programs are scheduled, either on a district-wide basis, by subject matter or grade level, or within a single building.

Building In-Service. Curriculum coordinators stand ready to assist the building principal or department chairman in the development of in-service activities for individual teachers, departments, clusters or entire building staffs. Major responsibility for in-servicing building staffs, however, rests with the building principals.

Extended Assignment and Mini-Grant Programs. Extended Assignment is the name given to the procedure by which teachers are employed during vacation periods to carry on curriculum building or staff development projects which have potential for district adoption. Proposals are channeled through the Department of Curriculum and Instruction and projects are funded on the basis of district priorities and objectives.

In addition to the Extended Assignment with district implications, each building principal administers a smaller but similar fund which is made available for the exclusive use of teachers, in an individual building, who wish to carry on projects for use in that building. This is the Mini-Grant Program.

Special Projects. This is a catch-all category, encompassing such broadly diverse staff development activities as the Croft Reading In-Service, participation by teachers in conferences or workshops conducted by universities or commercial firms, holiday seminars, and state or national meetings of professional organizations.

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B. Installation and Operation.

1. Installation.

a. Project Time Line.

A time line showing dates for key project events will be drawn up after staff meetings in April, 1973 are held to establish schedule of in-service.

A chart will be presented (Figure VI) displaying these events in their general relation to the components of the project.

Figure VI (See page 57-a)

COMPONENT

Second Year

1972-73

Third Year

1973-74

1.0 Staff Devel- opment	Analysis of Cadre attrition and Required Retaining Program Modification of Tutor Support Services Continuation of Second-level Cadre Training Program (emphasis on use of computer support and parent outreach activities) Comprehension skills	Analysis of Minimum Maintenance Program (to levels of 1972-73 phase)
2.0 Instruc- tional Systems	Expansion of Computer Support System (EMIC-type access and analysis) Expansion either to area demonstration centers or to minimum building-level resource centers.	Total Implementation of CSS Total Implementation of either Area Demonstration Centers or Minimum Building-level Centers
3.0 Community Involvement	Continuing Modification of PBCAC.	Continuing Modification of PBCAC.
4.0 Project Manage- ment	Assignment of Administrative Assistant to Project	Phasing Out of Administrative Assistant and Return to original level of District Management.

RELATED
(non-Fiscal III funds)

Pilot of Computational Skills Program
Using Project BASIC Model

Pilot of Inquiry Skills Program
Using Project BASIC Model

b. Project Staffing.

(1) Organization Chart. The Project BASIC Organization Chart, Fig. 8 , depicts the positions and relationships of all key personnel in the project organization. In the interest of clarity, this chart shows only project organization; the positions and relations of project personnel to the administrative and supervisory staff of the Cedar Rapids Community Schools is shown in Fig. 17.

The solid lines shown in Fig. 8 indicate normal line supervision and imply, for example, that the Project Office staff personnel operate under the line supervision of the Project Director for the duration of the project. The dotted lines imply project direction and communication between the Project Office and key project personnel operating under the supervision of their normal line organization supervisor.

As shown in Fig. 8 , the project organization and management methods to be employed on the project are based on the program management concepts widely used in the management of defense and space programs, modified as necessary for the effective management of educational development projects. Similar to the commonly used "matrix" form of program organization, the project organization employs a strong Project Office group under the direct supervision of the Project Director, supported by key personnel in various organization in the Educational Service Center and in the schools performing efforts on the project.

The Project Office is headed by the Project Director, who is responsible to the administration of the Cedar Rapids Community School District for the effective performance of the project and who will serve as the primary point of contact with the U.S. Office of Education

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and the State of Iowa, Department of Education, Title III officer regarding the management and performance of the project.

Business, financing, and legal aspects of the project will be administered by the Administrative Assistant for General Administration and Federal Programs, who will be responsible for receiving and administering the grant and for the preparation and submission of monthly and quarterly expenditure reports.

* Key personnel from the Department of Curriculum and Instruction will be assigned to the Project Office to operate under the direct line supervision of the Project Director for the duration of the project to provide assistance in the integrated planning and control of the project in the areas of staff development, instructional systems, and community involvement. The evaluation and independent audit functions will be the direct responsibility of the Project Office.

Because a number of key project personnel will remain attached to their normal functional organizations in the Educational Service Center and the participating schools, it is essential that a participative mode of management and leadership be employed by the Project Director and the Project Office staff. This implies specific involvement of both key personnel and their supervision in the planning and control of the project to assure their continued commitment to and support of project objectives.

(2) Staff Assignments. All key personnel assignments have been completed. The paraprofessional staff will be identified prior to opening of the Demonstration Center in Fall, 1973.

(3) Staff Qualifications. All key personnel have been selected for the capabilities for performing the project effort as indi-

cated in the Work Breakdown Structure, Fig. 27. Project personnel will be released from their normal duties to the extent required to permit them to devote either full or part-time effort to the project as planned and required. Replacement personnel have or will be secured to prevent project personnel from being distracted from the objectives of the project by other duties and to insure the ongoing district program will not be diluted. Representative job descriptions are included in Fig. 9, 10, 11, and 12.

(4) Administrative Training. No specific training of administrative staff has been necessary during the development phase of the project. However, specific training in program and project management methods will be conducted by a management consultant for all administrators and lead staff associated with the project.

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Fig. 8 Project BASIC Org. chart

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POSITION DESCRIPTION

POSITION TITLE: Elementary Reading Specialist

PURPOSE OF POSITION: Under the supervision of the Project Director to improve instruction in reading at the elementary school level, particularly in the primary grades

PRINCIPAL DUTIES: Provide extensive in-service training in reading for appropriate staff members
Develop the Demonstration Center program for project BASIC

PREPARATION, EXPERIENCE, SKILLS:
Masters' degree (minimum) with major emphasis in reading
Teaching experience in the primary grades
General knowledge of elementary school curriculum
Demonstrated ability to work with professional staff

SALARY: Classroom teachers' schedule 1973-74 adjusted for length of work year and a per diem basis

Figure 9.

POSITION DESCRIPTION

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POSITION TITLE: Community Agent, Project BASIC

PURPOSE OF THE POSITION: Through the Project Director and the Project Staff to schedule and hold meetings with parents to establish positive relationships and develop channels to feed back constructive information for Project modification.

TYPICAL DUTIES: Conduct educational meetings for individual parents and parent groups.
Collect and make available to teachers essential information about individual students' home environments.
Help classroom teachers expand their knowledge about the relationship of their activities to the child's home environment.
Assist Project Staff in the coordination and scheduling of trained volunteers' services to Project BASIC cadre members in individual schools.
Make recommendations to Project Staff for modification of volunteers' training to fit students' needs.

EDUCATION AND SKILL REQUIREMENTS:

Bachelor's Degree
State certification in elementary education with experience in primary grades.
Experience in working with and relating to adults from varied backgrounds.

CLASSIFICATION:

As appropriate under 1973-74 Certificated Staff Salary Schedule.

Work Year: July 1973 through June 1974
Benefits: Sick leave, workmen's compensation, family illness leave, bereavement leave, emergency leave, personal leave, and District-paid insurance program.

QUALIFIED AND INTERESTED CANDIDATES SHOULD CONTACT:

Director of Personnel Services
Educational Service Center
346 Second Avenue S.W.
Cedar Rapids, Iowa

Phone: 398-2421

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POSITION DESCRIPTION

POSITION TITLE: Secretary to Project BASIC Office

LOCATION: Demonstration Center (undetermined)

PRINCIPAL DUTIES: Accomplish the secretarial and clerical work for the
office of Project BASIC
Usual administrative office responsibilities
Statistical work in relation to the evaluation of the
project

PREPARATION, EXPERIENCE, SKILLS:
High school graduate, some college or business school
preferred
High level secretarial skills
Pleasant personality, nice telephone voice and manner
Ability to handle minor public relations calls and
transmit to proper channels with minimum supervision
after training.

SALARY: Group F. Beginning salary \$2.39 to \$2.70 dependent
upon experience.

WORK YEAR: Twelve months

EMPLOYMENT DATE: Immediately

Figure 10.

CEDAR RAPIDS COMMUNITY SCHOOLS
Cedar Rapids, Iowa

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POSITION TITLE: Teacher Associate I

PURPOSE OF POSITION: To assist in the performance of supervisory and instructional tasks that have been initiated or suggested by the teacher. Serves as a teacher under the guidance of a teacher.

TYPICAL DUTIES: Under the guidance of the teacher, performs; individual, small group and large group instruction. Give follow-up presentations of the teacher's lesson. Assists in TV instruction (teacher not necessarily present.) Supervises or monitors the room in the absence of the teacher. Assists in lesson development. Assists in material preparation. Drills pupils for maintenance of skills.

EDUCATION & SKILL REQUIREMENTS: IMC background. Four years college credits. Posses a state associate certificate. Posses a strong interest in major field of endeavor. Minor college field helpful. Enjoy working with children.

CLASSIFICATION: Salary - Group H \$2.80-3.22/hour
Work year 180 days (9 months.)
Benefits - Sick leave, workmen's compensation, family illness leave, bereavement leave, emergency leave and personal leave.
ALL PAID HOLIDAYS.

CEDAR RAPIDS COMMUNITY SCHOOLS
Cedar Rapids, Iowa

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POSITION TITLE:

Teacher Associate III

PURPOSE OF THE POSITION:

To render supportive tasks that will facilitate teaching. This position is to assist the principal or teachers with instructional tasks that have been judged as not requiring the services of a certificated teacher or administrator. The Associate III may be assigned to the building principal, an individual teacher or group of teachers.

TYPICAL DUTIES:

Monitor the classroom during short absences of the teacher.
Supervise children during rest periods in the classroom.
Supervise restrooms and halls during break periods.
Operate audio-visual equipment.
Secure audio-visual supplies.
Read to the class.
Prepare instructional material.
Provide the teacher-to-talk-to program.
Prepare media material.
Prepare bulletin boards.
Take attendance.
Gather resource material.
Assist on field trips.
Telephone parents of absent children.
Help children with clothing.
Provide supervision for the lunchroom and/or playground.

EDUCATION & SKILL
REQUIREMENTS:

High school diploma.
State associate certificate.
Typing
Art and/or mechanical aptitude helpful.
Experience with movie projectors, cameras, record players, etc.

CLASSIFICATION:

Salary - Group B \$1.82-2.03/hour

Work year - 180 days

Benefits: Sick leave, workman's compensation,
family illness, bereavement leave,
emergency leave, and personal leave.

Paid Holidays; Labor Day, Veteran's Day, Thanksgiving,
and following Friday, Christmas and New Year's
Day, Washington's Birthday, Good Friday and
Memorial Day.

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c. Facilities, Materials, and Equipment

(1). Facilities. All activities of the proposed project will be conducted in presently existing facilities. The site(s) of the Demonstration Center(s) will be selected at least one quarter prior to the scheduled move to the Center(s). Nineteen elementary schools have indicated moderate to strong interest in serving as a Demonstration Center site during project year 1973-74. Selection of the sites will be based upon degree of commitment evidenced by the teaching staff of the various schools, the degree of commitment evidenced by the school principal, and the project budget.

Facilities in the Educational Service Center include data processing, accounting, purchasing, and production, as well as the normal staff of the Department of Curriculum and Instruction through which the local district will make a major contribution to the support of the project.

(2). Materials. No major materials and equipment purchases are anticipated either for the project or for the administration of the project. Because the facilities and equipment are already in existence, no problems are anticipated with respect to the development of the project. Many of the materials and supplies which will be available in the Demonstration Center and will be a contribution of the local district, have already been ordered and are on hand for use. The amount budgeted for materials has been substantially reduced and provides only for acquiring new materials which may show promise. Representative samples of available material lists are presented in Figures XIII-XVI.

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The proposed three-year program anticipates the exploration of various instructional systems in the Demonstration Center. As mentioned in the first-year proposal, some possibilities for computer-managed instruction have been considered. A modest amount has been budgeted for a pilot remote computer terminal to be used during the last nine-week phase of the second project year. This effort will be continued during the third project year.

SUPPLEMENTARY BOOKS

9	Poems for Galloping	2	Baby Elephants
7	Round as a Pancake	1	Mr. Jolly's Sidewalk Market
10	A Day With Pets	2	Three Little Dachshunds
12	Children of the World say "Good Morning"	1	Five is Five
9	Good Morning, Mr. Sun	1	What Is Big
5	Let's Talk about the World	1	You Can Find a Snail
4	Old Mother Goose	1	Three Billy Goat Gruffs
4	Joey Kangaroo	12	The Alphabet Tale
3	The House that Jack Built	9	A is for Annabelle
7	Poems for Counting	1	The ABC Hunt
4	To Know a Tree	7	Wildsmith's ABC
5	The Sun is a Star	8	Lears Nonsense Alphabet Book
2	Going Up, Going Down	11	Hop an Pop
10	The River	4	Dr. Seuss's ABC
5	Birds in the Wintertime	3	Red Fox and His Canoe
11	Makers of Boxes	2	Case of Hungry Stranger
43	All Kinds of Neighbors	3	Happy Birthday
20	Good Night Mr. Beetle	3	The Secret Three
6	Lets Take a Walk	5	Hurry Hurry
8	Poems for Weather Watching	3	The Cat's Meow
21	One-Two-Three-Four	2	Little Runner on Longhouse
10	A Cat	2	Little Chief
20	Daddy is Home	2	Juluis
2	Old Woman and the Pig	2	Soldiers and Sailors
2	At Home on the Ice	3	Little Bear's Visit
2	Here Comes Jimmy	2	Little Bear's Friend
1	Capt Murphy's Tugboat	2	No Funn' Business
1	big Frog Little Frogs	1	Father Bear Comes Home

FILMSTRIPS

- 372.41 Initial Consonants
B S M F T
- 372.41 Initial Consonants
C W R H G
- 372.415 Initial Consonants
P L D N J
- 372.415 Initial Consonants
K V Y Z Q X
- 372.415 Rhyming Endings
- 372.415 Consonant Blends
- 372.415 Plural, Possessive and
Compound Words
- 372.415 Final Consonants
- 372.415 Learning Letter Sounds
B C D F G H J K M N
P R S T V W Y CH TH SH
WH

McGraw-Hill

- FS-18 Hearing Sounds In Words
- FS-19 Consonant Sounds
- FS-20 Tricky Consonant Sounds
- FS-21 Long Vowel Sounds
- FS-22 Letters which Work Together
- FS-23 Studying Long Words
- FS-24 Letter Sound F
- FS-25 Single Letter Sounds
L T F C S B D
- FS-26 More Single Letter Sounds
- FS-27 Sounds In Rhymes
W B K Q X Y Z
- FS-28 Two Letter Sounds
- FS-29 More Sounds In Rhymes

- The Sound of Initial Consonant "M"
- The Sound of Initial Consonant "P"
- The Initial Sound of the Short "A"
- The Sound of Initial Consonant "T"
- The Sound of Initial Consonant "C"
- The Short Sound of "A"
- The Sound of Initial Consonant "F"
- The Sound of Initial Consonant "D"
- The Sound of Initial Consonant "G"
- The Sound of Initial Consonant "B"
- The Sound of Initial Consonant "S"
- The Sound of Initial Consonant "L"
- Single Consonants (adding q, x, z)
Initial & Final, Using Words
With Short a, i, u
- All Short Vowels: Discrimination
Between a, e, i, o, u
- Discovering Rule for Long Vowel Sound
- Diagrams: (Twin Consonants), Initial
and Final, Words with Short a, i,
- Discovering Rule for Short Vowel Sound
- Double Vowels and Rules that Apply
- The Short Sound of "O"
- The Long Vowel Sounds
- Short and Long Vowel Sounds, Using
All Skills Learned
- The Short Sound of "E"
- Working with Vowel Sounds Through
Perception

TAPE RECORDING

TR 1302 - 1306	Aesop's Fables	Animals
TR 1206	Alphabet, Beginning Consonant Sounds	
TR 1146	Amy's Doll	Dolls
TR 1145	Angelo Goes To The Carnival	
TR 1128	Animals Do The Strangest Things	Animals
TR 1167	Angus and the Cat	Dogs
TR 1121	At Daddy's Office	
TR 1152	Atuk	Eskimo
TR 3112 - 3121	Auditory Discrimination Lessons 1, 2 Lessons 3, 4 Lessons 5, 6 Lessons 7, 8 Lessons 9, 10 Lessons 11, 12 Lessons 13, 14 Lessons 15, 16, 17 Lessons 18, 19, 20 Lessons 21, 22, 23	
TR 1157	Barto Takes The Subway	
TR 2719	The Best Burro	
T 1757	Biggest House In The World	Snails
T 1772	The Bike Lesson	
T 1770	Black and White	
TR 1125	Bonhomme	
TR 1158	Bright Barnyard	Animals
TR 1122	The Calico Jungle	Animals
TR 1421	Case of the Cat's Meow	Cats
T 1898	The Cask of Amontillado	
T 1759	Cathy's First School	
TR 1156	Cinderella	
TR 1129	Cindy's Snowdrops	
TR 1174	The Cow Who Fell In The Canal	

PHONODISC

PR 11	Angus and the Cat	Dogs
PR 18	Angus Lost	Dogs
PR 12	All Aboard the Train	Locomotives - Railroads
PR 149	Activity Songs For Kids	
PR 71	The Big, Big Box	
PR 15	The Cow Who Fell In The Canal	Cows
PR 13	Do Baby Bears Sit In Chairs?	Animals
PR 17	The Day Daddy Stayed Home	
PR 135	Dinosaurs - Stories	Dinosaurs
PR 72	Fish For Breakfast	
PR 117	Folk Songs	
PR 16	Georgie	Ghost Stories
PR 76	Georgie To The Rescue	
PR 70	Georgie And The Magician	
PR 73	The Little Island	
PR 74	The Man Who Didn't Wash His Dishes	
PR 14	One Horse Farm	Horses
PR 161	1, 2, 3 and A Zing Zing Zing	
PR 75	Peter's Long Walk	
PR 5	Pudgy, The Beaver	
PR 78	Penguin's	
PR 77	Rosa - too-little	
PR 139	Sounds Of The Sea, Vol. 1	
PR 150	Milne, A.A.	
PR 252	Songs of the Humpback Whale	Whales
PR 210-225	Singing	
PR 226-229	Singing Games	
PR 140	Sounds of Sea Animals	Marine Animals
PR 19	World Full of Horses	Horses

2. Operation.

a. District Organization. As indicated by the Project BASIC organization chart, Fig. 8 , page 63, the Project Director reports to the Executive Director of Curriculum and Instruction. Other relationships to the administrative structure of the school system are shown in Fig. 17.

b. Project Support. In order to assure that the project receives adequate support from the school system for the performance of the project, the following steps either have been or will be taken.

- * - Key personnel have been assigned to the line supervision of the Project Director to assure integrated planning and control of the project.
- * - Key personnel not under the line supervision of the Project Director and their supervisors have been involved in the planning of their project effort so as to assure their commitment to the success of the project.
- * - Project progress will be monitored and communicated with appropriate school district administrative personnel to assure their continued knowledge of project progress and support of the project. Specifically, Management Review Briefings will be presented on a monthly schedule to either the Superintendent's Cabinet or the General Council. These briefings will be made by key project personnel who will report on their objectives, status of effort, problem areas, and corrective action.

c. Authority. Authority for the employment of personnel and authorization of expenditures within the constraints of the project budget has been given to the Project Director.

d. Corrective Action. Specific systems of monitoring project progress and the achievement of progress objectives will be implemented to provide the Project Director and other administrative personnel with maximum "project visibility," so that problem areas can be detected at the earliest possible time and prompt and effective corrective action taken. Corrective action will normally be taken by group problem-solving methods involving both Project Office staff and other key personnel and administrators. It is a prime responsibility of the Executive Director of Curriculum and Instruction to assure that the Project Director receives the full support of the resources of the school system in the resolution of problems and the application of corrective action.

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Fig. 17 Organization Chart

C. Communication. The purposes of the communication system are to provide an efficient and economical method for communicating with the public (internal and external), and to develop an awareness of and interest in Project BASIC, and to stimulate appreciation and support for the initiative of the school district and its commitment of resources to the project. To fulfill these functions the communication system must be capable of collecting information, processing information, and distributing information.

1. Internal Communication. The internal public (district employees and school board) will receive information via both regular and special system-wide communication channels. Five different, regular periodic house organs -- two general and three aimed at specific sub-publics -- will carry progress reports and feature stories. Special Project BASIC bulletins will announce extraordinary and timely developments and promote verbal, written, or oral feedback to project staff.

A simple and convenient method for contributing information or raising questions relative to Project BASIC will be available to all members of the staff and community through a 24-hour access to a telephone recording system - BASIC Hotline, 498-2158. Information or questions concerning Project BASIC may also be mailed to the following address: Project BASIC, Educational Service Center, 346 2nd Avenue S.W., Cedar Rapids, Iowa, 52402.

All questions and suggestions received either on the Hotline or by letter, will be carefully processed. Preliminary plans call for abstracting and coding information items by punching the proper holes on McBee key-sort cards - indicating sender, subject matter, and intended recipient. Abstracts of all information items will be placed on key-sort cards and filed by using serial reference numbers. Complete

records of all information items will be stored either on audio tape or printed form in the Teaching Resource Center and will be available to any staff member or person in the community upon request.

Questions called in will be recorded on a phone message from and referred to the proper resource person who will research the question and obtain the best available answer. Persons receiving telephone referrals will relay answers to the questioning party by a personal call, when possible. Anonymous questions will be reviewed by the Project Director and when deemed worthy of attention will be discussed in a monthly newsletter.

In addition, through the dial access system, BASIC Update, 398-2757, will provide all project staff access to short weekly tapes containing abstracts and current informational items about Project BASIC. Complete reports will be sent only if requested by an individual.

A final means of communicating project information among the project staff and between project staff and other school system personnel will be the Management Review Briefing (page 74). Reports from all components and personnel on the project will facilitate the coordination and integration of project effort.

2. Dissemination. The external public, which is, for practical purposes, synonymous with the "general public", will receive information, including encouragement to provide feedback, through the mass media. Public presentations to the Board of Education will include recommendations, progress reports, and normally will receive press, radio, and television coverage.

The regular communication channels of the system-wide Community Sound of parents, teachers, and students will be utilized to communicate with the parent public, that segment of the general public which might reasonably be expected to exhibit the most personal and immediate interest in the project. Interested people in the community will also have access to

D. Evaluation.

1. Evaluation Design. The basis for evaluation in this project is a dynamic one emphasizing rational decision making. Planning for the project has emphasized flexibility in program structure of content procedures. In fact, these have been carefully established by relying on baseline data, conceived prior to the project proposal, and gathered through on-going district evaluation. The emphasis here is that the project planners recognize the needs for program monitoring during all phases. This monitoring should be based on alternative courses of action.

The program has been planned following these steps:

Baseline data has been used to determine school district needs.

Broad objectives (goals) have been developed to meet these needs.

A flexible program has been planned to meet the broad objectives.

An evaluation plan has been developed to provide information for making decisions about the program.

Initial program-planning recognized the need for a model for considering the various types of decision making during a program. The Stufflebeam CIPP model (See Fig. 18) provided a basic structure for developing the evaluation plan. Evaluation in this model is defined as the process of providing information for making decisions. This definition is congruent with the dynamic concept of evaluation in this proposal.

As stated above, the basic steps included first of all a review of baseline data on hand to determine broad program objectives.

EVALUATION is the process of gathering useful information to ascertain relative values of competing alternatives comprising a decision situation.

		<u>Intended</u> ↓	<u>Actual</u> ↓
<u>Ends</u> →	CONTEXT EVALUATION serves <u>planning decisions</u> to determine objectives, specify major changes needed, and establish priorities.	PRODUCT EVALUATION serves <u>recycling decisions</u> to judge the relation of attainments to objectives and to determine whether to continue, terminate, or drastically modify an activity.	
<u>Means</u> →	INPUT EVALUATION serves <u>structuring decisions</u> to design procedures to achieve the objectives—that is, to develop an action plan.	PROCESS EVALUATION serves <u>implementing decisions</u> to utilize, control, and refine procedures to carry through the action plan.	

Figure 18. Variation of Stufflebeam CIIP Model.

This baseline data included:

Regular surveys, administered every six weeks, reporting the progress of first, second, and third grade students through the basal reading series.

Observations of student behavior conducted in primary classroom during scheduled reading periods.

In-depth sampling of behavioral objectives in reading, given to 200 first-graders.

Surveys asking first grade teachers to report the percentage of their class capable of accomplishing 36 selected reading behaviors.

Administration of the Gates-MacGinitie Reading Test to all first through fourth-graders.

Assessment of primary teachers' and principals' educational background in reading, through a survey of their college transcripts.

The project planners reviewed this data with reading teachers, principals, central office staff, and the Community Advisory Council to arrive at a set of program objectives. The many objectives planned for the project seemed to fall into three broad categories: (1) Pupils: improvement of reading skills, (2) Staff; development of greater facility in diagnostic teaching with increased provision for individual student needs, and (3) Management: field testing of a management prototype that might be used in the Cedar Rapids School system.

The Evaluation Model. Since evaluation in this model is the process of providing information for making decisions, and procedures may be altered in the light of experience, evaluation procedures are based on the four components of the CIPP model, as applied to the project.

Context evaluation. Existing objectives of the Cedar Rapids reading program were reviewed. Analysis was made of degree of accomplishment of behavioral objectives in reading, and baseline data on reading achievement scores was gathered. Staff and community concerns about the reading programs were noted. Although much context evaluation has been done, it will continue during each phase of the project.

Input evaluation. A reading task force group spent several months evaluating information from recent literature on the reading process. A research-related card file was developed. Successful programs outside the district were discussed and evaluated in terms of their applicability in the Cedar Rapids system. Input evaluation will also be a continuous part of the project.

Process evaluation. On-going evaluation of all phases of the project will be conducted in order to monitor accomplishment of objectives, assess operational procedures in the light of experience, and make modifications necessary to facilitate the accomplishment of broad program objectives.

Task Work Statements (see page 135), will be prepared for all project task groups. These are cross-indexed with the Work Break-down Structure Matrix (page 134). Task group evaluation procedures will be based on a review of each Task Work Statement. The degree of accomplishment of individual tasks will be entered on the evaluation sheet. Where necessary, tasks may be revised to facilitate accomplishment of major project objectives.

Product evaluation. Performance will be assessed against expected outcomes and accomplishment of objectives. Costs and benefits of different program activities will be analyzed, and decisions will be made about the practicality of using the design as a prototype for other District programs.

The following diagram illustrates the interfacing of the four components during the course of the project. A timeline of major project activities is included for illustrative purposes. (See Figure XXI.)

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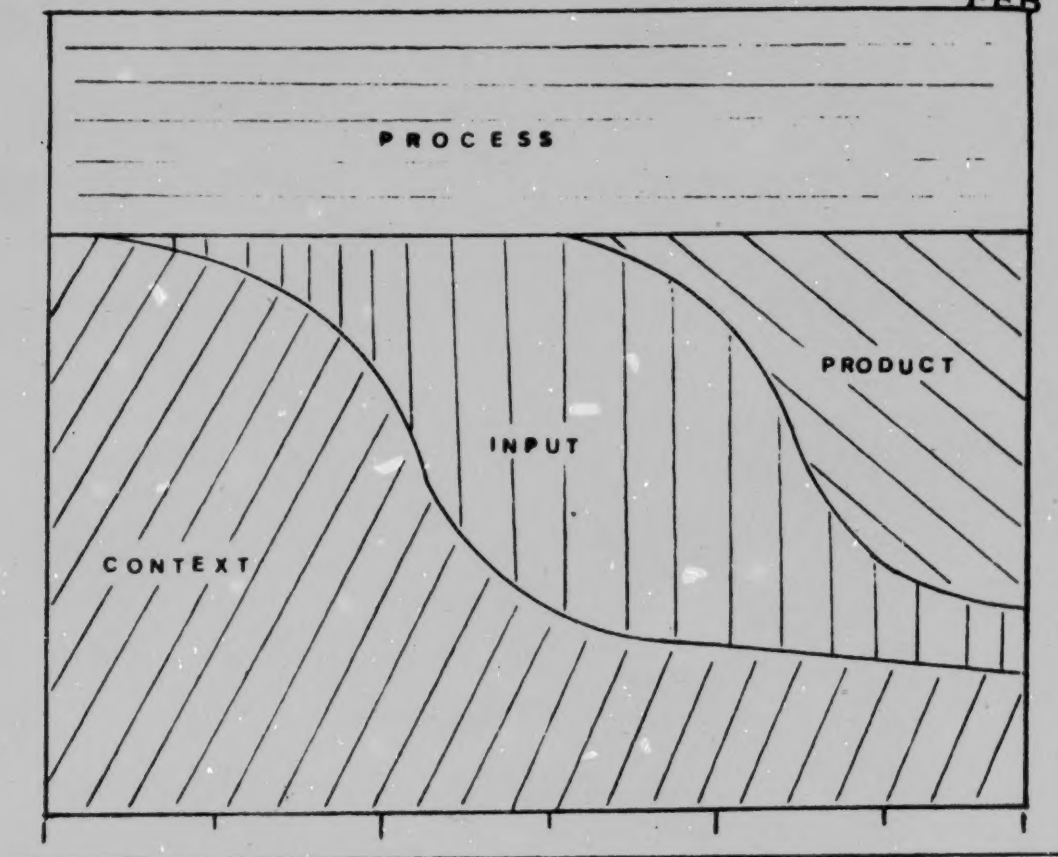


Figure XXI

As stated in the section Educational Program Audit, contractual arrangements for the third year audit have not been made at this time. Therefore, final agreement on the evaluation design is yet to be accomplished. This will be submitted in a formal pre-audit report to the District at a date yet to be determined, and to the United States Office of Education immediately thereafter.

The Evaluation Summary Chart, on the following pages, indicates the type of evaluation now planned for stated project objectives. Overall program objectives are stated, after which follows a list of the third year objectives outlined on page 86. Stated objectives are cross-indexed according to the key on page 35.

EVALUATION/AUDIT PLAN SUMMARY CHART 1

Performance Objectives	Evaluation Measurement Techniques and Instruments ¹				Evaluation Data Collection Procedures			
	General Technique	Special Conditions	Name/Type of Instrument ²	Date Instrument Available ³	Baseline Data	Target Group	Scheduled Date(s) ³	Person Responsible
Classify by Target/Operator Group								
<u>Overall Objective</u>								
Pupil Growth in Reading Skills	Reading Achievement Test	Entire student population Grades 1-4	Gates MacGinitie Reading Test	Present	May, 1971	Pupils	May, 1974	Project Evaluator
1.1-0-01 (Building Unit Reading Cadre)	Documentation	None	In-Service log	Present	N/A	Teachers Grade 1-4	As needed	Project Evaluator
1.1-0-02 (Relevance of In-Service Experiences)	Rating Scale	None	Rating Scale	Present	N/A	Cadre Teachers	As needed	Project Evaluator
1.1-0-03 (Increased Awareness of Student needs)	Individual Teacher Objective Survey	10% Random Sample of 1st Grade Students	In-Depth Sampling of Behavioral Objectives	Present	May, 1971	1st Grade students teachers Grade 1-3	May, 1974	Project Evaluator
1.1-0-04 (Teachers Use of Volunteers)	Questionnaire	Given to all Trained Volunteers	Questionnaire	Present	N/A	Teachers with trained Volunteers	May, 1974	Project Evaluator
1.1-0-05 (Variety of Student Learning Activities)	Observation	33% Sample of Classrooms, Grades 1-3	Behavioral Observation Checklist	Present	December, 1970	Students	Dec., 1973	Project Evaluator

¹ Use appropriate codes to avoid duplication² Describe in attachment³ Place critical dates on Evaluation/Audit Time Line attachment

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EVALUATION/AUDIT PLAN SUMMARY CHART 1

Performance Objectives		Evaluation Measurement Techniques and Instruments			Evaluation Data Collection Procedures		
Classify by Target/Operator Group	General Technique	Special Conditions	Instrument ²	Date Instruments Available	Baseline Data	Target Group	Scheduled Date(s) ³ Person Responsible
1.1-1-01 (Composition of Building Cadre)	Log of Membership	All Teachers	Log	Present	None	Teachers Grade 1-4	As needed Project Evaluator
1.1-1-02a (Teachers' Advisory Committee)	Log of Membership	None	Log	Present	Membership during 1972-1973	Teachers	Sept. 1973 Project Evaluator
1.1-1-02b (Formation of Teachers' Advisory Committee)	Documentation	None	Minutes of Meeting	May, 1973	None	Teachers	May, 1973 Project Evaluator
1.1-1-02c (Formulation of In-Service, Evaluation of Previous Results and Needs Assessment)	Documentation	None	Minutes of Meeting	May, 1973	None	Teachers Advisory Committee	As needed Project Evaluator
1.1-1-02d (Quadrant In-Service)	Rating Scale	Given to All Teachers Who Attend	Rating Scale	Present	None	Teachers Grades 1-4	As Needed Project Evaluator
1.1-1-03 (Awareness of Student Needs - SEE 1.1-0-03)							

1 Use appropriate codes to avoid duplication

2 Describe in attachment

3 Place critical dates on Evaluation/Audit Time Line attachment

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EVALUATION/AUDIT PLAN SUMMARY CHART 1

Page One

Performance Objectives	Evaluation Measurement Techniques and Instruments ¹					Evaluation Data Collection Procedures		
	General Technique	Special Conditions	Name/Type Instrument ²	Date Instrument Available ³	Baseline Data	Target Group	Scheduled Date(s) ³	Person Responsible
Classify by Target/Operator Group								
1.1-1-04 (Teacher Orientation on Use of Volunteers)	Rating Scale	None	Rating Scale	Present	None	Teachers	To be Scheduled	Community Agent
1.1-1-05 (Reading Skill Station File)	Documentation	None	N/A	N/A	N/A	N/A	N/A	RE Agent
1.1-1-06 (RSS Cross-Indexed with Croft and/or RST file)	Documentation	None	N/A	N/A	N/A	N/A	N/A	RE Agent
1.1-1-07 (Composition of RSS Activity Sheets)	Documentation	None	N/A	N/A	N/A	N/A	N/A	RE Agent
1.2-0-01 (Volunteer Tutor Knowledge of Philosophy and Method)	Questionnaire	None	Questionnaire	Oct. 1973	None	Tutors	May, 1974	Community Agent
1.2-0-02 (Volunteer Work in Schools)	Documentation	None	Log	Present	None	Volunteers	Monthly Begin Sept. 1973	Community Agent

¹ Use appropriate codes to avoid duplication² Describe in attachment³ Place critical dates on Evaluation/Audit Time Line attachment

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EVALUATION/AUDIT PLAN SUMMARY CHART I

Performance Objectives	Evaluation Measurement Techniques and Instruments ¹				Evaluation Data Collection Procedures		
	General Technique	Special Conditions	Name/Type Instrument ²	Date Instrument Available ³	Baseline Data	Target Group	Scheduled Date(s) ³ Person Responsible
Classify by Target/Operator Group							
1.2-0-03 (Volunteer Newsletter)	Documentation	None	Newsletter	N/A	None	Volunteers	Monthly Begin Oct. 1973 Community Agent
1.2-1-01 (Volunteer Training and Competency)	Log of Attendance Questionnaire	None	Log Questionnaire	Nov. 1973	None	Volunteers	As Needed May, 1974 Community Agent
1.3-0-01 (Parent Participation)	Log	None	Log	Sept. 1973	None	Parents	As Needed Community Agent
1.3-1-01a (Volunteer Task Force)	Documentation	None	Minutes of Meetings	N/A	N/A	Volunteers	To be Scheduled Community Agent
1.3-1-01b (Volunteer Representative(s) on Community Council)	Documentation	None	Minutes of Community Advisory Council	N/A	N/A	Community	To be Scheduled Community Agent

¹ Use appropriate codes to avoid duplication² Describe in attachment³ Place critical dates on Evaluation/Audit Time Line attachment

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EVALUATION/AUDIT PLAN SUMMARY CHART 1

Performance Objectives	Evaluation Measurement Techniques and Instruments ¹				Evaluation Data Collection Procedures			
	General Technique	Special Conditions	Name/Type of Instrument ²	Date Instrument Available	Baseline Data	Target Group	Scheduled Date(s) ³	Person Responsible
Classify by Target/Operator Group								
2.1-0-01 (Duration and Location of Center Operation)	Documentation	Ad Hoc Skill Group Schedule	Log	Present	None	Center Staff	Weekly Begin Sept. 17 1973	Project Evaluator
2.1-0-02 (Pupil Growth in Word Attack Skills)	Criterion-Referenced Test	Pupils Involved in Ad Hoc Skill Groups	Cooper-McGuire Diagnostic Word Analysis Test	Present	Pre-Test at Beginning of Project Phase	Center(s) Pupils and End of Each Project Phase	Begin Sept. 17 1973	Project Reading Specialist
2.1-1-01a (Ad Hoc or Individual Pupil Work)	Documentation	Center Students	Log	Present	None	Pupils	Weekly Begin Sept. 17 1973	Project Reading Specialist
2.1-1-01b (Staff Instructional Load)	Documentation	Work of Project Staff and Demonstration Center Teachers	Log	Present	None	Project Staff/Teachers	Weekly Begin Sept. 17 1973	Project Reading Specialist

¹ Use appropriate codes to avoid duplication² Describe in attachment³ Plus critical dates on Evaluation/Audit Time Line attachment

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EVALUATION/AUDIT PLAN SUMMARY CHART 1

Page One

Performance Objectives		Evaluation Measurement Techniques and Instruments ¹					Evaluation Data Collection Procedures		
Classify by Target/Operator Group	General Technique	Special Conditions	Name/Type of Instrument ²	Date Instrument Available ³	Baseline Data	Target Group	Scheduled Date(s) ³	Person Responsible	
2.1-1-01c (Diagnostic Procedures Used for Formation of Skill Groups)	Criterion Tests	None	Cooper McGuire Tests	Present	Pre-Tests as Needed	Center Pupils	As Needed Sept. 17 1973	Project Reading Specialist	
2.1-1-02 (RST File Distribution)	Documentation	None	N/A	N/A	N/A	Teachers	To be Scheduled	Project Reading Specialist	
2.2-0-01 (Teacher Competency in Grouping and Personalizing)	Observation	None	Rating Scale	Present	None	Center Teachers	No later than 9th Operational Week	Project Reading Specialist	
2.2-1-01 (Conduct of Individualized or Ad Hoc Skill Group Activities)	Documentation of Time and Personnel Involved	None	Log	Present	None	Center Teachers	Weekly Begin Sept. 17 1973	Project Reading Specialist	
2.2-1-02 (Weekly Program Planning Sessions)	Documentation	None	Log	Present	None	Center Teachers	Weekly Begin Sept. 17 1973	Project Reading Specialist	

1 Use appropriate codes to avoid duplication

2 Describe in attachment

3 Place critical dates on Evaluation/Audit Time Line attachment

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EVALUATION/AUDIT PLAN SUMMARY CHART I

Page One

Performance Objectives	Evaluation Measurement Techniques and Instruments ¹				Evaluation Data Collection Procedures		
	General Technique	Special Conditions	Name/Type Instrument ²	Date Instrument Available	Baseline Data	Target Group	Scheduled Date(s) ³ Person Responsible
Classify by Target/Operator Group							
3.1-0-01 (Activities of Community Advisory Committee)	Log	None	Log	Present	N/A	Community Advisory Committee	As Needed Community Council Coordinator
3.1-1-01 (Same As Above)	Log	Record of Participation of Members	Log	Present	N/A	Community Advisory Committee	As Needed Community Council Coordinator
3.2-0-01 (Communication Process)	Log	Daily Transcription of Questions and Answers	Telephone Referral Forms	Present	N/A	Entire Community	Daily When Necessary Center Staff
3.2-1-01 (Same As Above)	Log	Daily Transcription	Log	Present	N/A	Entire Community	Daily Media Coordinator
3.2-1-02 (Answers to Questions or Requests)	Log	Daily Transcription of Questions and Answers	Telephone Referral Forms	Present	N/A	Entire Community	Daily When Necessary Center Staff
3.2-i-03 (Same As Above)	Log and Newsletter	Daily Transcription of Questions Monthly Newsletter	Log and Newsletter	Present	N/A	Entire Community	Monthly Project Director

¹ Use appropriate codes to avoid duplication

² Describe in attachment

³ Place critical dates on Evaluation/Audit Time Line attachment

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EVALUATION/AUDIT PLAN SUMMARY CHART 1

Performance Objectives	Evaluation Measurement Technique and Instruments ¹				Evaluation Data Collection Procedures			
	General Technique	Special Conditions	Name/Type of Instrument ²	Date Instrument Available ³	Baseline Data	Target Group	Scheduled Date(s) ⁵	Person Responsible
Classify by Target/Operator Group	General Technique	Special Conditions	Name/Type of Instrument ²	Date Instrument Available ³	Baseline Data	Target Group	Scheduled Date(s) ⁵	Person Responsible
4.1-0-01 (Completion of Continuation Grant Proposal)	Documentation	N/A	N/A	Present	N/A	N/A	N/A	Project Director
4.1-0-02 (System for Monitoring and Controlling Project Efforts)	Systems Analysis Accounting Techniques	None	RFP Sheet Monthly Calendar and Task Matrix Budget Sheet	Present	None	Center Staff	Monthly	Project Director
4.1-0-03 (Detailed Performance Objectives and Work Statements)	Systems Analysis	None	Work Breakdown Structure Matrix	Present	N/A	Project Staff	Monthly	Project Director
4.1-1-01 (Organization Chart)	N/A	N/A	Organization Chart	Present	N/A	Project Staff	Revised As Needed	Project Director
4.1-1-02	N/A							
4.1-1-03	N/A							

1 The operation code is a 10 digit alphanumeric
 2 Number in parenthesis
 3 Flow critical data on Evaluation/Audit Plan Line attachment

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EVALUATION/AUDIT PLAN SUMMARY CHART 1

Page One

Performance Objectives Classify by Target/Operator Group	Evaluation Measurement Techniques and Instruments ¹				Evaluation Data Collection Procedures		
	General Technique	Special Conditions	Name/Type Instrument ²	Date Instrument Available ³	Baseline Data	Target Group	Scheduled Date(s) ³ Person Responsible
4.2-0-01 (Evaluation Design)	One-Dimensional CIPP	N/A	N/A	Present	N/A	Entire Project	1973-74 Project Evaluator
4.2-0-02 (Audit Contract)	N/A	N/A	N/A	N/A	N/A	Project July, Management 1973	Project Director
4.2-1-01 (Organization of 1972-73 Data)	Specified in 1972-73 Evaluation Design.	N/A	N/A	N/A	Pre-test and 1970 - 71 Baseline Data	Entire Project	Project
4.2-1-02 (End of Project Evaluation Report)	N/A	N/A	N/A	N/A	N/A	N/A	Project Evaluator
4.3-0-01	N/A						
4.3-1-01	N/A						
4.3-1-02	N/A						

¹ Use appropriate codes to avoid duplication² Describe in attachment³ Place critical dates on Evaluation/Audit Time Line attachment

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EVALUATION/AUDIT PLAN SUMMARY CHART II

Page Two

Evaluation Data Analysis Techniques			Evaluation Data Analysis Presentation ¹					
General Technique	Special Conditions	Person responsible	Evaluators report Dates ²	Dissemination of Evaluation Results				
				Person responsible	Method	Schedule ³	Recipient	Audience
Overall Objective Pupil Growth in Reading Skills Reading Achievement Test	Entire Student Population Grades 1 - 4	Project Evaluator	August, 1974	Project Evaluator	Oral presenta- tion and Written Report	Fall, 1974	Superinten- dent of Schools	Board of Education
1.1-0-01 (Composi- tion of Building Cadre	None	Project Evaluator	August, 1974	Project Evaluator	Report	August 1974	Project Staff	District Director of Research
1.1-0-02 (Relevance of In-Service Rating Scale)	None	Project Evaluator	August, 1974	Project Evaluator	Conference Presentation and/or Report	End of Third Year	Project Staff	District Director of Research
1.1-0-03 (Increased Awareness of Student Needs) Teacher Ques- tion In-Depth Sampling of Behavior- al Objective Correla- tional Tech.	Questionnaire will be compared with In-Depth Sampling to be done only in first grade	Project Evaluator	August, 1974	Project Evaluator	Conference Presentation and/or Report	End of Third Year	Project Staff	District Director of Research
1.1-0-04 (Teachers' Use of Volunteers) Questionnaire	None	Project Evaluator	August, 1974	Project Evaluator	Report	End of Third Year	Project Staff	District Director of Research
1.1-0-05 (Variety of Students Learning Activities) Behavior-	33% Sample of Classrooms Grades 1 - 3	Project Evaluator	January, 1974	Project Evaluator	Conference Presentation and/or Report	Spring, 1974	District Director of Research	Executive Director Curriculum and Instruction

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EVALUATION/AUDIT PLAN SUMMARY CHART 11

Page Two

Evaluation Data Analysis Techniques			Evaluation Data Analysis Presentation			
General Technique	Special Conditions	Person responsible	Evaluators report Dates	Person responsible	Method	Dissemination of Evaluation Results
						Schedule ¹ Recipients Audience
1.1-1-01 (Composition of Building Cadre) Log	None	Project Evaluator	August, 1974	Project Evaluator	Report	August, 1974 Project Staff District Director of Research
1.1-1-02a (Teachers' Advisory Committee) Log	None	Project Evaluator	January, 1974	Project Evaluator	Report	January, 1974 Project Staff District Director of Research
1.1-1-02b (Formation of Teachers' Advisory Committee) Minutes	None	Project Evaluator	January, 1974	Project Evaluator	Report	January, 1974 Project Staff District Director of Research
1.1-1-02c (Formulation of In-Service Evaluation, and Needs Assessment) Minutes	None	Project Evaluator	August, 1974	Project Evaluator	Conference Presentation and/or Report	August, 1974 Project Staff District Director of Research
1.1-1-02d (Quadrant In-Service Rating Scale)	Given to All Teachers Who Attend	Project Evaluator	August, 1974	Project Evaluator	Report	August, 1974 Project Staff District Director of Research
1.1-1-03 (Increased Awareness of Student Needs)	(SEE 1.1-0-03)					

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Evaluation Data Analysis Techniques			Evaluation Data Analysis Presentation			
General Technique	Special Conditions	Person Responsible	Evaluator Report Dates	Person Responsible	Method	Dissemination of Evaluation Results
						Schedule Recipient Audience
1.1-1-04 (Orientation Sessions for Teachers About Volunteers) Rating Scale	None	Project Evaluator	August, 1974	Project Evaluator	Report	August, 1974 Project Staff District Director of Research
1.1-1-05 (Reading Skill Station File)	None	Project Evaluator	August, 1974	Project Evaluator	Report	August, 1974 Project Staff District Director of Research
1.1-1-06 (RSS Cross-Indexed with Croft and/or RST File)	None	Project Evaluator	August, 1974	Project Evaluator	Report	August, 1974 Project Staff District Director of Research
1.1-1-07 (Composition of RSS Activity Sheets)	None	Project Evaluator	August, 1974	Project Evaluator	Report	August, 1974 Project Staff District Director of Research
1.2-0-01 (Volunteer Tutor Knowledge of Philosophy and Method) Questionnaire	None	Project Evaluator	August, 1974	Project Evaluator	Oral Presentation	Fall, 1974 District Director of Research Cedar Rapids Board of Education
1.2-0-02 (Volunteer Work in Schools)	None	Project Evaluator	August, 1974	Project Evaluator	Oral Presentation	Fall, 1974 District Director of Research Cedar Rapids Board of Education
1.2-0-03 (Volunteer Newsletter)	None	Project Evaluator	August, 1974	Project Evaluator	Report	August, 1974 Project Staff District Director of Research

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Evaluation Data Analysis Techniques			Evaluation Data Analysis Presentation					
General Technique	Special Conditions	Person Responsible	Evaluators Report Dates	Person Responsible	Method	Schedule	Recipient	Audience
1.2-1-01 (Volunteer Training and Competency) Log and Questionnaire	None	Project Evaluator	August, 1974	Project Evaluator	Conference Presentation and/or Report	August, 1974	Project Staff	District Director of Research
1.3-0-01 (Parent Participation) Log	None	Project Evaluator	August, 1974	Project Evaluator	Report	August, 1974	Project Staff	District Director of Research
1.3-1-01a (Volunteer Task Force)	None	Project Evaluator	January, 1974	Project Evaluator	Report	Spring, 1974	Project Staff	District Director of Research
1.3-1-01b (Volunteer Representative(s) of Community Council)	None	Project Evaluator	January, 1974	Project Evaluator	Report	Spring, 1974	Project Staff	District Director of Research
2.1-0-01 (Duration and Location of Center Operation)	None	Project Evaluator	August, 1974	Project Evaluator	Report	Fall, 1974	Project Staff	District Director of Research
2.1-0-02 (Pupil Growth in Word Attack Skills) Croft tests	Median Percent-age Difference Between Pre-Test and Post-Test	Project Evaluator	August, 1974	Project Evaluator	Oral presentation and/or Report	Fall, 1974	District Director of Research	Cedar Rapids Board of Education.
2.1-1-01a (Ad Hoc or Individual Pupil Work)	None	Project Evaluator	August, 1974	Project Evaluator	Report	August, 1974	Project Staff	District Director of Research
2.1-1-01b (Staff Instructional Load)	None	Project Evaluator	August 1974	Project Evaluator	Report	August, 1974	Project Staff	District Director of Research

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EVALUATION/AUDIT PLAN SUMMARY CHART 11

Page Two

Evaluation Data Analysis Techniques			Evaluation Data Analysis Presentation ¹			
General Technique	Special Conditions	Person Responsible	Evaluators Report Dates ³	Person Responsible	Method	Dissemination of Evaluation Results
						Schedule ³ Recipient Audience
2.1-1-01c (Diagnostic Procedures Used for Formation of Skill Groups)	None	Project Evaluator	August 1974	Project Evaluator	Report	August 1974 Project Staff District Director of Research
2.1-1-02 (RST File Distribution)	None	Project Evaluator	August 1974	Project Evaluator	Report	August 1974 Curriculum Council Exec. Director of Curriculum/Instruction
2.2-0-01 (Teacher Competency in Grouping and Personalizing Rating Scale)	None	Project Evaluator	August 1974	Project Evaluator	Report	August 1974 Project Staff District Director of Research
2.2-1-01 (Conduct of Individualized or Ad Hoc Skill Group Activities)	None	Project Evaluator	August 1974	Project Evaluator	Presentation Report	August 1974 Project Staff District Director of Research
2.2-1-02 (Weekly Program Planning Sessions)	None	Project Evaluator	August 1974	Project Evaluator	Presentation Report	August 1974 Project Staff District Director of Research
3.1-0-01 (CAC Activities) Log and Minutes	None	Project Evaluator	August 1974	Project Evaluator	Written Report	End of 3rd Year Project Staff District Director of Research
3.1-0-01 (CAC Activities) Log	None	Project Evaluator	August, 1974	Project Evaluator	Written Report	End of 3rd Year Project Staff District Director of Research
3.2-0-01 (Communication Process) Log	None	Project Evaluator	August 1974	Project Evaluator	Written Report	End of 3rd Year Project Staff District Director of Research

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Evaluation Data Analysis Techniques		Evaluation Data Analysis Presentation ¹						
General Technique	Special Conditions	Person responsible	Evaluators Report Dates ³	Person Responsible	Method	Schedule ³	Recipient	Audience
3.2-1-01 (Communication Process) Log	None	Project Evaluator	August, 1974	Project Evaluator	Written Report	End of 3rd Year	Project Staff	District Director of Research
3.2-1-02 (Answers to Questions or Requests) Log Summation	None	Project Evaluator	August 1974	Project Evaluator	Written Report	End of 3rd Year	Project Staff	District Director of Research
3.2-1-03 (Log and Newsletter)	Based on Necessity	Project Director	August, 1974	Project Director	Written Report	End of 3rd Year	Project Staff	District Director of Research
4.1-0-01 (Proposal)	None	Project Director	Present	Project Director	N/A	N/A	N/A	N/A
4.1-0-02 (System for Monitoring and Controlling Project Efforts)	None	Project Director	August, 1974	Project Director	Conference and/or report	Fall 1974	Curriculum Council	Director of Accounting Division of Business Services
4.1-0-03 (Detailed Performance Objectives and Work Statements)	None	Project Director	January, 1974	Project Director	Conference and/or report	August 1974	Project Staff	District Director of Research
4.1-1-01 (Organization Chart	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4.1-1-02	N/A							
4.1-1-03	N/A							
4.1-1-04	N/A							
4.2-0-01	N/A							
4.2-0-02	N/A							
4.2-1-01 (Organization of 1972-73 Data)	Specified in 1972-73 Evaluation Design	Project Evaluator	August 30, 1974	Project Evaluator	Conference Presentation	Fall 1974	Dist. Director of Research	Cedar Rapids Board of Education

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2. Educational Program Audit

a. Audit Agency. The pre-audit and educational program audit for the third budget period will be conducted by the Institute for the Development of Educational Auditing (IDEA), if present plans materialize. The auditing team will be directed by Dr. Hugh Peck, Vice President of IDEA.

b. Pre-Audit Activities. No pre-audit activities have been scheduled for the third year of project operation at this time. They will be formalized upon renegotiation of the audit contract.

c. Audit Plan. The Audit Plan, to be submitted with the pre-audit report, will define the proposed scope of work to be carried out by IDEA in auditing the third operational phase of the project and will include the completed Chart III of the USOE Evaluation/Audit Plan Summary. The Pre-Audit Report also will include a draft educational program Audit Contract, which will comply with the USOE Checklist of Essential Elements to be included in Written Contract between the auditor and the local education agency.

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A. Planning and Organization

1. Description and Rationale. The Staff Development Component has been divided into three sub-components: Building-Unit Reading Cadre (1.1), Volunteer Tutors (1.2), and Parent Education (1.3).

a. Building-Unit Reading Cadre (1.1). Following through and using the experience and training of teachers who were members of the reading cadre during the first and/or second project year, the project will involve all interested first through fourth grade teachers during its third year of operation.

The in-service program for 1973-74 will be designed by the Teachers' Advisory Committee in cooperation with the quadrant in-service cadre leaders and one representative from each project public and non-public school. The budget has been arranged to provide resources to allow this to develop within specified monetary limits.

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NOTE: The Project BASIC In-Service Program for 1973-74 will be designed by the project staff, the Teachers' Advisory Committee, quadrant in-service cadre teachers, and a teacher representative from each project public and non-public school.

1. Meetings will be held during
May (1973)
2. The tentative program will be
submitted at a later date.

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b. Volunteer Tutors (1.2). Because the District is currently profiting from a program of volunteer help, it was decided that tutorial support to the Building-Unit Reading Cadres should be through a volunteer program rather than through a paid program which might raise conflicts when paid employees and volunteer workers find themselves performing similar tasks. However, to make tutorial service more effective, the project will provide minimum "certification" training to each volunteer. The volunteers may be secondary school students, senior citizens, or other adults.

c. Parent Education (1.3). Recognizing the importance of the family environment and parental support in the improvement of reading competencies, a Parent Education program anticipates providing direct services to parents and families through the activities of a Community Agent. While the Community Agent will make limited, direct calls upon parents, the major objectives of the Community Agent will be to 1.) help classroom teachers learn more about the relationship of their activities to the child's home environment and, in turn to call on parents, and 2.) conduct educational meetings for parent groups. In this sense, the Community Agent will be more a part of the training staff than a direct provider of service to the child's home and family.

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2. Component Objectives. The following third-year objectives for the Staff Development component of the project are presented on the pages indicated.

Product Objectives

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1.1-0-01	36
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1.1-0-03	36
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1.2-0-01	38
1.2-0-02	38
1.2-0-03	38
1.3-0-01	39

Process Objectives

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1.1-1-01	37
1.1-1-02a	37
1.1-1-02b	37
1.1-1-02c	37
1.1-1-02d	37
1.1-1-03	37a
1.1-1-04	37a
1.1-1-05	37a
1.1-1-06	37a
1.1-1-07	37a
1.2-1-01	38
1.3-1-01a	39
1.3-1-01b	39

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20540

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

Title III, Elementary and Secondary Education Act of 1965 - Supportive Centers and Services Program
Section 306, P.L. 41-230

AGENCY'S NAME & ADDRESS:

Cedar Rapids Community School District, 346 Second Avenue SW, Cedar Rapids

PROJECT NUMBER

71-7048

GRANT NUMBER

OEC- 0-71-1733 (290)

STATE:

Iowa

BUDGET PERIOD:

BEGINNING July 1, 1973 ENDING June 30, 1974

CHECK ONE BLOCK IN EACH
COLUMN TO INDICATE PURPOSE
FOR WHICH THIS FORM IS
BEING PREPARED

☐ PROPOSED BUDGET SUMMARY
☐ ESTIMATED EXPENDITURE REPORT
☐ FINAL EXPENDITURE REPORT

☒ 1.0 Staff Development
☐ TITLE III OVERALL ADMINISTRATIVE COSTS
☐ OVERALL TITLE III COSTS
☐ LOCAL AND OTHER SUPPORTIVE COSTS
☐ TOTAL COSTS; TITLE III, LOCAL, OTHER
SUPPORTIVE COSTS

PART I - EXPENDITURES (OTHER THAN CONSTRUCTION)

EXPENDITURE ACCOUNTS FUNCTIONAL CLASSIFICATION	ACCT NO.	EXPENSE CLASSIFICATION				EQUIPMENT	OTHER EXPENSES	TOTAL EXPENDITURES	NEGOTIATED BUDGET
		PROFESSIONAL	SALARIES NON-PROFESSIONAL	CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL			
1 ADMINISTRATION	100	3	4	5	6	7	8	9	11
2 INSTRUCTION	200	13,840	1,341	300	100	655	225	16,461	
3 ATTENDANCE SERVICES	300								
4 HEALTH SERVICES	400								
5 PHYSICAL TRANSPORTATION SERVICES	500								
6 OPERATION OF PLANT	600								
7 MAINTENANCE OF PLANT	700								
8 FIXED CHARGES	800	1,385	134					1,519	
9 FOOD SERVICES	900								
10 STUDENT BODY ACTIVITIES	1000								
11 COMMUNITY SERVICES	1100	352	211		150	30		743	
12 REMOVAL OF COSTS TOTAL WCE FROM 1000 THRU 1100	1200								
13 CAPITAL OUTLAY (EQUIPMENT ONLY)	1300								
TOTAL		15,577	1,686	300	250	685	225	18,723	
14 NEGOTIATED BUDGET								18,723	

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BUDGET SUMMARY WORKSHEET ----- BY SUB-CATEGORIES OF COMPONENTS

COMPONENT: 1.0 Staff Development

Expense Classification

Func- tion	Task/ Item	3	4	5	6	7	8	9	10
Admstrn 100									
Instrn 200	1.1	11,105		200		470		100	
	1.2	2,320	1,341	100	100	170		75	
	1.3	415				15		50	
		13,840	1,341	300	100	655		225	16,461
FixChg 800	1.1	1,111							
	1.2	232	134						
	1.3	42							
		1,385	134						1,519
ComSvc 1100	1.1	352			100				
	1.2		211		50	30			
	1.3								
		352	211		150	30			743
CapOut 1230									
		15,577	1,686	300	250	685		225	18,723

COST-ESTIMATE WORKSHEET

Task/Item No. 1.1 FEB 15, 1973

Staff Dev.

Cadre

Expense Classification	Admtn 100	Instrn 200	FixChg 800	ComSvc 1100	CapOut 1230
3. Salaries, Professional		11,105	1,111	352	12,568
4. Salaries, Non-professional					
5. Contracted Services		200			200
6. Materials and Supplies					
7. Travel (and Mileage)		470		100	570
8. Equipment					
9. Other Expenses		100			100
TOTAL EXPENDITURES		11,875		452	13,438

Expense Class	Name and Title, Purpose, or Item	Project Time ACCOUNT NUMBER	Part	Quantity	Salary, Rental or Unit Cost	Amount Budgeted
3-200	Evaluator/Coordinator; Hatch, Beth	81-117.06	.10		16,600	1,660
	Reading Specialist; Filip, Lynda	81-122.08	.30		13,540	4,062
	Community Agent; Fry, Greer	81-117.07	.03		8,310	250
	Contingency Manager/Skills Stations; Hronek, Judy	81-122.09	.05		9,460	473
	Primary Education; Hazelton, Marion (DISTRICT)					
	Building Unit Cadre Training					
	32 quadrant leaders x 6 hours	81-122.11	192 hours		6.66/hr.	1,280
	32 building reps x 6 hours	81-122.11	192 hrs.		6.66/hr.	1,280
	June King, District Substitute (DISTRICT)					
	Substitute Teachers					
	32 quadrant leaders x 2 days	81-224.01	64 days		25/day	1,600
	10 planning leaders x 20 half days	81-224.01	10 days		25/day	250
	10 planning leaders x 20 half days	81-224.01	10 days		25/day	250
						11,105
3-800	Fixed Charges, 10%					1,111
	FICA 5.20%	81-485.00				
	IPERS 3.50%	81-484.00				
	Medical .85%	81-444.02				
	Life .45%	81-444.03				
				648	101	

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Expense Class	Name and Title, Purpose, or Item	Project Time ACCOUNT Part NUMBER	Quantity	Salary, Rental or Unit Cost	Amount Budgeted
5-200	Consultants for Cadre In-service	81-344.00	2 days	100/day	200
7-200	Mileage (local)	81-598.02			120
	Eval/Coord; Hatch, B. 45				
	Rdg. Spec; Filip, L. 75				
	Travel expenses (out of town)				
	Consultants 200	81-344.00			200
	Tchrs/Staff 150	81-595.04			150
9-200	Volunteer Recognition	81-420.04			100
3-1100	Building Unit Cadre Training (Non-public)				
	8 building reps. x 6 hrs.	81-224.01	48 hrs.	6.66/hour	320
	Fixed Charges (non Public) 10% (See 3-800)				
		81-485.00			
		81-484.00			
		81-444.02			32
		81-444.03			
1100	Travel Expenses (out of town)	81-595.04			100
	Non-Public, Teachers				
		649			

COST-ESTIMATE WORKSHEET

Task/Item No. 1.2 FEB 15, 1977Staff Dev.
Vol. Tutors

Expense Classification	Admstrn 100	Instrn 200	FixChg 800	ComSvc 1100	CapOut 1230
n 3. Salaries, Professional		2,320	232		2,552
4. Salaries, Non-professional		1,341	134	211	1,686
5. Contracted Services		100			100
6. Materials and Supplies		100		50	150
7. Travel (and Mileage)		170		30	200
8. Equipment					
9. Other Expenses		75			75
TOTAL EXPENDITURES		4,106	366	291	4,763

Expense Class	Name and Title, Purpose, or Item	Project Time ACCOUNT NUMBER	Part	Quantity	Salary, Rental or Unit Cost	Amount Budgeted
3-200	Contingency Mgr./Skills Stations Hronek, Judy	81-122.09	.025		9,460	240
	Community Agent; Fry, Greer	81-117.07	.25		8,310	2,080
						2,320
3-800	Fixed Charges, 10%	81-485.00 81-484.00 81-444.02 81-444.03				232
4-200	Unassigned, Tutor/Trainer (Tchr. Assoc. III)	81-142.12	.10		2,853	285
	Building Unit Tutor Support (Training & Maintenance)					
	Training (30 tutors x 6 hours) for ad hoc skills centers	81-142.12		180 hours	1.60/hr	288
	Maintenance (240 tutors x 2 hrs.)	81-142.12		480 hours	1.60/hr.	768
						1,341
4-800	Fixed Charges, 10%	81-485.00 81-484.00 81-444.02 81-444.03				134
				650	103	

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Expense
class

Name and Title, Purpose, or Item

Project Time
ACCOUNT Part
NUMBER

Quantity

Salary,
Rental or
Unit CostAmount
Budgeted

5-200

Consultants for Tutor Program

81-345.00 4 day

25/day

100

6-200

Tutor Texts and Supplies

81-420.03

100

7-200

Mileage (local)

81-598.02

170

Comm. Agent; Fry, G.

60

Tchr. Assoc. III;

10

Unassigned

Vol. Tutors

100

9-200

Tutor Motivation

81-420.04

75

4-1100

Building Unit Tutor Support (Non-public)

Maintenance

60 tutors x 2 hours

81-142.12

120 hours 1.60/hour

192

Fixed charges (Non-public) 10%

81-485.00

81-484.00

81-444.02

81-444.03

19

6-1100

Tutor Texts and Supplies
(Non-public)

81-420.03

50

7-1100

Mileage (Local)

(Non-public) Vol. Tutors

81-300.00

30

COST-ESTIMATE WORKSHEET

FEB 15, 1973

Task/Item No. 1.3

Staff Dev.
Parent Ed.

Expense Classification	Admstrn 100	Instrn 200	FixChg 800	ComSvc 1100	CapOut 1230
3. Salaries, Professional		415	42		457
4. Salaries, Non-professional					
5. Contracted Services					
6. Materials and Supplies					
7. Travel (and Mileage)		15			15
8. Equipment					
9. Other Expenses		50			50
TOTAL EXPENDITURES		480	42		522

Expense Class	Name and Title, Purpose, or Item	Project ACCOUNT NUMBER	Time Part	Quantity	Salary, Rental or Unit Cost	Amount Budgeted
3-200	Community Agent; Fry, G.	81-117.07	.05		8,310	415
3-800	Fixed Charges, 10%	81-485.00 81-484.00 81-444.02 81-444.03				42
7-200	Mileage (local) Community Agent; Fry, G.	15 81-598.02				5
9-200	Parent Meetings	81-420.04				50
		052			105	

Figure XXIII (See page 57 - A)

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053

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2. Participants.

a. 315 Teachers, Grades 1-4, Public Schools.

28 Teachers, Grades 1-4, Non-Public Schools.

300 Tutors, Public Schools.

50 Tutors, Non-Public Schools.

Parents, undetermined.

7,270 Children, Grades 1-4, Public Schools.

1,282 Children, Grades 1-4, Non-Public Schools.

b. 32 Target Schools, Public

8 Target Schools, Non-Public

c. Criteria for selection. See Needs Assessment,
pages 11-29.

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POSITION	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	4.1	4.2	4.3	F.T.E.
Project Director												(5 day)
Evaluator/Assessor	.10			.03		.03		.01	.05	.11	.02	.35
Reading Specialist	.30			.45	.05			.05	.10	.05		1.00
Cont. Manager	.05	.025		.10	.20			.05	.05	.025		.50
Community Agent	.03	.25	.05		.07		.03	.05	.02			.50

Professional 2.35

Secretary	.75	.25	1.00
Office Education Student	.375	.125	.50

Tutor/Trainers

Tchr Asc I		.75	.25	1.00
Tchr Asc II	.10	2.00	.90	3.00

Non-Professional	5.50
------------------	------

Professional	2.35
Non-Professional	5.50
	7.85

Figure 24. Staff Charged to Project by Sub-Components.

b. Technical Assistance.

(1) Anticipated.

Consultants for reading in-service.

Consultants for tutor program.

Consultants for computer program.

Consultants for parent-education program.

Consultants for evaluation design.

(2) Contract for Technical Assistance. Performance

contracts developed through noncompetitive procedures will be negotiated for technical assistance. A letter will be written to the specific consultant or agency involved stating the type of help needed and the fee involved. This letter, in conjunction with a form letter indicating acceptance of the invitation will constitute the performance contract.

Records of such services and results of the consultations will be kept by the Project Director. Appropriate reports will be made to the United States Office of Education.

c. Facilities, Materials, and Equipment. See pages 68-73.

C. Communication.

A general communication system will serve all components of the project and is discussed on pages 77-78.

D. Evaluation. See pages 79-91.

A. Planning and Organization

1. Description and Rationale. The Instructional Systems component of the project will attempt to develop and demonstrate techniques being studied and implemented in the Staff Development component. Sub-categories of the Instructional Systems component include Demonstration Centers (2.1), a Training Program for Teachers and Tutors (2.2), and development of Computer Support Services (2.3).

a. Demonstration Centers (2.1). The Demonstration Centers will be housed in no fewer than three public or non-public project elementary schools. Several tentative sites have been identified.

Teachers and children in some combination of grades one through four, depending on interest and size of the school, will participate for 30 minutes from three to five times a week in ad hoc skill grouping. The skills center staff will assist teachers in the project schools in organizing and planning for grouping activities until the teachers feel capable of assuming responsibility for direction of grouping activities. The skills center staff will consist of a reading specialist and three full-time equivalent (F.T.E.) paraprofessionals.

When the teacher and children return to their classroom for normal classroom instruction, the resources of the Demonstration Center staff will be available on a scheduled basis. This help will include support from the Center staff as well as from a volunteer tutor support group similar to those existing in the building-units not part of the

^a Components and sub-components have been numbered to facilitate referencing throughout the project forms and narrative.

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Demonstration Center. It is in the translation of services to typical individual classrooms that the major effort of the Instructional Systems component will concentrate.

A Pilot Skills Center (PSC) was funded as a district contribution during the summer of 1971 to serve as a prototype of the Demonstration Center and to develop initial refinements in proposed Center relationships. Students within the PSC participated in selected activities.

During the proposed third year of the project, the skill grouping activities will be supported by a computer-managed support system with a building terminal.

A Contingency Manager will design and supervise schedules of reinforcements and skill stations in the Demonstration Centers and at outlying target schools upon request. During the regular classroom activities, as a child is observed performing in a desirable manner, "bonus" reinforcement will be given immediately. The success of R.E. activities in outlying schools during the second year of the project suggested modifications to the operational procedure for the Demonstration Centers which have been incorporated in the third year project design.

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b. Training Program for Teachers and Tutors (2.2).

Teachers, paraprofessionals, and volunteer tutors assigned to the Demonstration Center will receive special training made possible through the continuing access they have to the Project staff and the resources of the Demonstration Center. The equivalent of one half time Tutor/Trainer (paraprofessionals) will assist the Community Agent in the training of volunteer tutors outside, as well as inside the Demonstration schools.

c. Computer Support Services (2.3). The District Division of Instructional Services is placing increasing emphasis upon the need for utilizing District computer hardware for instructional purposes. Several activities aimed at obtaining appropriate software are now occurring.

- 1.) Surveys have been and are being made of existing information retrieval systems.
- 2.) Plans are being made for the development of a student file.
- 3.) Project BASIC Reading and Project BASIC Mathematics are proposing to pilot a prototype of computer-manager instruction, with the use of a computer terminal in a school.
- 4.) Visits are being made to other federal projects to examine computer statistical programs currently in use.
- 5.) Student test answer sheets are being pre-identified with a matrix of student variables in order to facilitate multiple correlation and regression techniques.

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2. Component Objectives. The following third-year objectives for the Instructional Systems component of the project are presented on the pages indicated.

Product Objectives

Page No.

2.1-0-01	40
2.1-0-02	40
2.2-0-01	42

Process Objectives

Page No.

2.1-1-01a	41
2.1-1-01b	41
2.1-1-01c	41
2.1-1-02	41
2.2-1-01	42
2.2-1-02	42

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20540

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

Title III, Elementary and Secondary Education Act of 1965 - Supplementary Centers and Services Program
Section 306, PL 41-230

NOTE: Please read the attached instructions before completing this form.

AGENCY'S NAME & ADDRESS:
Cedar Rapids Community School District, 346 2nd Ave. S.W., Cedar Rapids

PROJECT NUMBER: 71-7048

GRANT NUMBER: 02G-0-71-1733(290)

STATE: Iowa

BUDGET PERIOD:
BEGINNING July 1, 1973 ENDING June 30, 1974

CHECK ONE BLOCK IN EACH COLUMN TO INDICATE PURPOSE FOR WHICH THIS FORM IS BEING PREPARED

☐ PROPOSED BUDGET SUMMARY

☐ ESTIMATED EXPENDITURE REPORT

☐ FINAL EXPENDITURE REPORT

☒ 2.0 Instructional Systems COMPONENT

TITLE III OVERALL ADMINISTRATIVE COSTS

OVERALL TITLE III COSTS

LOCAL AND OTHER SUPPORTIVE COSTS

TOTAL COSTS; TITLE III, LOCAL, OTHER SUPPORTIVE COSTS

PART I - EXPENDITURES (OTHER THAN CONSTRUCTION)

EXPENDITURE ACCOUNTS		FUNDING CLASSIFICATION				EQUIPMENT	OTHER EXPENDITURES	TOTAL EXPENDITURES	NEGOTIATED BUDGET
FEDERAL AGENCY	CLASIFICATION	PERSONNEL	TRAVEL	MATERIALS	CONSTRUCTION				
1 ADMINISTRATION	100	11,213	13,493	350	2,650	1,060	100	28,866	
2 INSTRUCTION	200								
3 ATTENDANCE SERVICES	300								
4 HEALTH SERVICES	400								
5 Pupil Transportation	500								
6 OPERATION OF PLANT	600								
7 MAINTENANCE OF PLANT	700								
8 FIXED CHARGES	800	1,122	1,349					2,471	
9 FOOD SERVICES	900								
10 STUDENT BODY ACTIVITIES	1000								
11 COMMUNITY SERVICES	1100								
12 OTHER IN COSTS	1200								
13 CAPITAL OUTLAY	1300								
TOTAL		12,335	14,842	350	2,650	1,060	100	31,437	
NEGOTIATED BUDGET									

FEB 15, 1973

FEB 15, 1973

BUDGET SUMMARY WORKSHEET ----- BY SUB-CATEGORIES OF COMPONENTS

COMPONENT: 2.0 Instructional Systems

Expense Classification

Function	Task/Item	3	4	5	6	7	8	9	10
Admstn 100									
Instrn 200	2.1	7,564	9,565		2,400	350		100	
	2.2	3,151	3,928			60			
	2.3	498		350	250	650			
		11,213	13,493	350	2,650	1,060		100	28,866
FixChg 800	2.1	757	956						
	2.2	315	393						
	2.3	50							
		1,122	1,349						2,471
ComSvc 1100	2.1								
	2.2								
	2.3								
CapOut 1230	2.1						100		
	2.2								
	2.3								
							100		100
		12,335	14,842	350	2,650	1,060	100	100	31,437

COST-ESTIMATE WORKSHEET

FEB 15, 1973

Task/Item No. 2.1
Instr. Systems
Demonstr. Center

Expense Classification	Admstrn 100	Instrn 200	FixChg 800	ComSvc 1100	CapOut 1230
3. Salaries, Professional		7,564	757		8,321
4. Salaries, Non-professional		9,565	956		10,521
5. Contracted Services					
6. Materials and Supplies		2,400			2,400
7. Travel (and Mileage)		350			350
8. Equipment					100
9. Other Expenses		100			100
TOTAL EXPENDITURES		19,979	1,713		21,792

Expense Class	Name and Title, Purpose, or Item	Project Time ACCOUNT NUMBER	Part	Quantity	Salary, Rental or Unit Cost	Amount Budgeted
3-200	Evaluator/Coordinator; Hatch, B. Reading Specialist; Filip, L. Contingency Mgr./Skills Stations; Hronek, Judy	81- 117.06 122.08 122.09	.03 .45 .10		16,600 13,540 9,730	498 6,093 973
3-800	Fixed Charges, 10%	485.00 484.00 444.02 444.03				7,564 757
4-200	Unassigned, Tutor/Trainer (Tchr. Assoc. I) Unassigned, Tutor/Trainers (Tchr. Assoc. III)	142.12 142.12	.75 2.00		3,170	3,225 6,340
4-800	Fixed Charges, 10%	485.00 484.00 444.02 444.03 664				9,565 956
					118	

FEB 15, 1973

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Amount Budgeted
		ACCOUNT NUMBER	Part			
6-200	Materials and Supplies for Demonstration Center(s) General Production Services	81- 421.03 421-03			S	2,200 200
7-200	Mileage (local) Rdg.Spec; Filip, L. 125 Conting. Mgr./Skills 75 Sta.; Hronek, J.	598.02				200
7-200	Travel, Demonstr. Center Staff	595.04				150
8-1230	Equipment for Demonstration Center(s); files	811.20				100
9-200	Telephone Service to Dial- Access system					100

118a

1055

COST-ESTIMATE WORKSHEET

Task/Item No. 2.2 **FEB 15, 1973**
Instr. Systems
Training

Expense Classification	Admstrn 100	Instrn 200	FixChg 800	ComSvc 1100	CapOut 1230
3. Salaries, Professional		3,151	315		3,466
4. Salaries, Non-professional		3,928	393		4,321
5. Contracted Services					
6. Materials and Supplies					
7. Travel (and Mileage)		60			60
8. Equipment					
9. Other Expenses					
TOTAL EXPENDITURES		7,139	708		7,847

Expense Class	Name and Title, Purpose, or Item	Project Time ACCOUNT NUMBER	Part	Quantity	Salary, Rental or Unit Cost	Amount Budgeted
3-200	Reading Specialist; Filip, L. Conting.Mgr/Skills Stations; Hronek, Judy Community Agent; Fry, G.	81- 122.08	.05		13,540	677
		122.09	.20		9,460	1,892
		117.07	.07		8,310	582
						3,151
3-800	Fixed Charges, 10%					315
		485.00				
		484.00				
		444.02				
4-200	Unassigned, Tutor Trainer (Tchr.Assoc.I) Unassigned, Tutor Trainer (Tchr.Assoc.III)	142.12	.25			1,075
		142.12	.90			2,853
						3,928
						393
4-800	Fixed Charges, 10%	485.00 484.00 444.02 444.03		600	119	

FEB 15, 1973

Expense
Class

Name and Title, Purpose, or Item

Project Time
ACCOUNT Part
NUMBER

Quantity

Salary,
Rental or
Unit CostAmount
Budgeted

7-200

Mileage (local)
Community Agent; Fry, G. 20
Conting. Mgr./Skills
Sta.; Hronek, J. 40

81-
598.02

60

667

119a

COST-ESTIMATE WORKSHEET

Task/Item No. 2.3 **FEB 15, 1973**
 Instr. Systems
 Computer Services

Expense Classification	Admstrn 100	Instrn 200	FixChg 800	ComSvc 1100	CapOut 1230
3. Salaries, Professional		498	50		548
4. Salaries, Non-professional					
5. Contracted Services		350			350
6. Materials and Supplies		250			250
7. Travel (and Mileage)		650			650
8. Equipment					
9. Other Expenses					
TOTAL EXPENDITURES		1,748	50		1,798

Expense Class	Name and Title, Purpose, or Item	Project Time ACCOUNT NUMBER	Part	Quantity	Salary, Rental or Unit Cost	Amount Budgeted
3-200	Eval./Coordinator; Hatch, B.	81- 117.06	.03		16,600	498
3-800	Fixed Charges, 10%	485.00 484.00 444.02 444.03				50
5-200	Computer Services Consultants General	348.00	2 da		100/da	200
	RST and Testing Progr. Analysis	348.00	1.5 da		100/da	150
6-200	Programs, Supplies	420.04				250
7-200	Travel					
	Consultants	348.00				350
	Staff at DP seminars	595.04				300
					120	
		068				

Figure XXV (See page 57 - A)

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FEB 15, 1973

2. Participants.

a. Description of Minimum Size Demonstration School

4 Teachers, Grades 1-4, Demonstration Schools

4 Tutors, Demonstration School.

Parents, Demonstration School, undetermined.

130 Children, Demonstration School, Grades 1-4.

b. 3 Target Schools (Demonstration Center).

c. Criteria for selection. See Needs Assessment,
pages 11-29.

3. Resources.

a. Personnel. See Fig. 24, pages 108.

b. Technical Assistance.

(1) Anticipated.

Consultants for operation of Demonstration Center.

Consultant for training Demonstration Staff.

Consultant for computer services.

(2) Technical Assistance Plan. See page 109.

c. Facilities, Materials, and Equipment. See pages 68-73.

C. Communication.

For a discussion of the general communication system for the project, refer to pages 77-78. This system will serve all components of the project.

D. Evaluation. See pages 79-91.

Community Involvement Component (3.0^a)

A. Planning and Organization

1. Description and Rationale. The Community Involvement component of the project includes two sub-component --the Community Advisory Council (3.1) and Communications (3.2). "Community" in the sense of this proposal is considered to include representatives from all parts of the community who may be related to the project either as clients or as staff.

a. Advisory Council (3.1). Reference has already been made to the activities of the Ad Hoc Community Advisory Council (p. 3) and projections for its permanent status have been outlined. It is the intent of this proposal that the Community Advisory Council serve as an informal "board of directors" advising on all activities of the project as well as providing specific expertise in approaching problems or needs identified during the operation of the proposal.

b. Communications (3.2). The proposed communications system of the project has been previously outlined (p. 77) and will provide for both internal communication and dissemination, that is, communication with persons not directly involved in the project activity. It should be noted that one rationale for developing Building-Unit Cadres was the increased probability of more effective communication with non-participating staff in the off-center sites. The community involvement component includes the noted publications and communications input systems as well as the dial-access update tapes and code-a-phone hotline service. A discussion of the Management Review Briefing can be found on page 74 of this proposal.

^a Components and sub-components have been numbered to facilitate referencing throughout the project forms and narrative. 671

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2. Component Objectives. The following third-year objectives for the Community Involvement component of the project are presented on the pages indicated.

Product Objectives

Page No.

3.1-0-01 43

3.2-0-01 44

Process Objectives

Page No.

3.1-1-01 43

3.2-1-01 44

3.2-1-02 44

3.2-1-03 44

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF STATISTICS
WASHINGTON, D.C. 20462

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

Title III, Elementary and Secondary Education Act of 1965 - Supplementary Centers and Services Program

NOTE: Please read the attached instructions before completing this form.

Section 306, P.L. 91-230

AGENCY'S NAME & ADDRESS: Cedar Rapids Community School District, 346 2nd Ave. S.W., Cedar Rapids		STATE: Iowa
PROJECT NUMBER: 71-7048	GRANT NUMBER: OEC- 0-71-1733 (290)	BUDGET PERIOD: BEGINNING July 1, 1973 ENDING June 30, 1974

CHECK ONE BLOCK IN EACH COLUMN TO INDICATE PURPOSE FOR WHICH THIS FORM IS BEING PREPARED	☐ PROPOSED BUDGET SUMMARY ☐ ESTIMATED EXPENDITURE REPORT ☐ FINAL EXPENDITURE REPORT	☒ 3.0 Community Involvement ☐ TITLE III OVERALL ADMINISTRATIVE COSTS ☐ OVERALL TITLE III COSTS ☐ LOCAL AND OTHER SUPPORTIVE COSTS ☐ TOTAL COSTS; TITLE III, LOCAL, OTHER SUPPORTIVE COSTS	COMMUNITY INVOLVEMENT
--	--	---	-----------------------

PART I- EXPENDITURES (OTHER THAN CONSTRUCTION)

EXPENSE CLASSIFICATION										TOTAL EXPENDITURES	NEGOTIATED BUDGET
EXPENDITURE ACCOUNTS		SALARIES			CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	OTHER EXPENSES		
FEDERAL CLASSIFICATION	ACCOUNT	PROFESSIONAL	NON-PROFESSIONAL	INDIRECT PERSONAL							
1	ADMINISTRATION	100	3	4	1	3	300		350	650	31
2	INSTRUCTION	200									
3	STUDENT AID SERVICES	300									
4	HEALTH SERVICES	400									
5	PUBLIC TRANSPORTATION SERVICES	500									
6	OPERATION OF PLANT	600									
7	MAINTENANCE OF PLANT	700									
8	FIELD CHARGES	800	25							25	
9	FOOD SERVICES	900									
10	STUDENT BODY ACTIVITIES	1000									
11	COMMUNITY SERVICES	1100	2,155				75	165	100	2,495	
12	RESIDENTIAL COSTS	1200									
13	TOTAL BUDGET FUNDING PRIOR TO PART I										
14	TOTAL		2,180				375	165	450	3,170	
15	NEGOTIATED BUDGET										

FEB 15, 1973

FEB 15, 1973

BUDGET SUMMARY WORKSHEET ----- BY SUB-CATEGORIES OF COMPONENTS

FEB 15 1972

COMPONENT: 3.0 Community Involvement

Expense Classification

Function	Task/ Item	3	4	5	6	7	8	9	10
Admstrn 100	3.1								
	3.2				300			350	
					300			350	650
Instrn 200	3.1								
	3.2								
FixChg 800	3.1	25							
	3.2								
		25							25
ComSvc 1100	3.1	250			75	135		100	
	3.2	1,905				30			
		2,155			75	165		100	2,495
CapOut 1230	3.1								
	3.2								
		2,180			375	165		450	3,170

COST-ESTIMATE WORKSHEET

Task/Item No. 3.1 **FEB 15 1978**
Community Involv.
Advisory Council

Expense Classification	Admstrn 100	Instrn 200	FixChg 800	ComSvc 1100	CapOut 1230
3. Salaries, Professional			25	250	275
4. Salaries, Non-professional					
5. Contracted Services					
6. Materials and Supplies				75	75
7. Travel (and Mileage)				135	135
8. Equipment					
9. Other Expenses				100	100
TOTAL EXPENDITURES			25	560	585

Expense Class	Name and Title, Purpose, or Item	Project Time ACCOUNT NUMBER	Part	Quantity	Salary, Rental or Unit Cost	Amount Budgeted
3-1100	Community Agent; Fry, G.	81- 117.07	.03		8,310	250
3-800	Fixed Charges, 10%	485.00 484.00 444.02 444.03				25
6-1100	Supplies and Pamphlets for Committee work and Gen'l mtgs.	420.04				75
7-1100	Mileage (local)					
	Community Agent; Fry, G.	10	598.02			10
	Volunteer workers	75	300.00			75
	Travel (including conferences community reps are required to attend)	50	300.00			50
9-1100	Motivation and Recognition programs	420.04				100
					128	
		675				

COST-ESTIMATE WORKSHEET

Task/Item No. **FEB 15, 1978**
 3.2
 Community Involv.
 Communications

Expense Classification	Admstrn 100	Instrn 200	FixChg 800	ComSvc 1100	CapOut 1230
3. Salaries, Professional				1,905	1,905
4. Salaries, Non-professional					
5. Contracted Services					
6. Materials and Supplies	300				300
7. Travel (and Mileage)				30	30
8. Equipment					
9. Other Expenses	350				350
TOTAL EXPENDITURES	650			1,935	2,585

Expense Code	Name and Title, Purpose, or Item	Project ACCOUNT NUMBER	Time Part	Quantity	Salary, Rental or Unit Cost	Amount Budgeted
6-100	Production Services: Supplies for Bulletins, Newsletters, etc.	81- 420.04				300
9-100	Telephone Service Update/HOTLINE	590.00				250
	Postage	599.00				100
3-1100	Eval/Coordinator; Hatch, B.	117.06	.01		16,600	166
	Reading Special;st; Filip, L.	122.08	.05		13,540	677
	Conting.Mgr/Skills Stations;					
	Hronek, Judy	122.09	.05		9,460	473
	Community Agent; Fry, G.	117.07	.05		8,310	416
3-1100	Fixed Charges, 10%					1,732
		485.00				173
		484.00				
		444.02				
		444.03				
7-1100	Mileage (local)	598.02				30
	Community Agent; Fry, G.					
	Conting.Mgr/Skills Sta;					
	Hronek, Judy					
					129	
		676				

Figure XXVI (See page 57 - A)

2. Participants.

- a. Members of the Community Advisory Council.
(Variable number)
- b. 40 Target Schools and the external public.
- c. Recruits from the volunteer corps.

3. Resources.

- a. Personnel. See Figure XXIV, page 108.
- b. Technical Assistance.
 - (1) Anticipated.
Speakers for Community Advisory Council functions.
 - (2) Technical Assistance Plan. See page 109.
- c. Facilities, Materials, and Equipment. See pages 68-73.

C. Communication.

A general communication system will serve all components of the project and is discussed on pages 77-78.

D. Evaluation. See pages 79-91.

Project Management Component (4.0^a)

A. Planning and Organization

1. Description and Rationale. The Project Management component includes three sub-categories - System Analysis (4.1), Evaluation (4.2), and Independent Audit (4.3).

a. System Analysis (4.1). This sub-component of Project Management is responsible for the integrated planning and control of the program. That portion of System Analysis dealing with the organization of the Project Office and its relation to the permanent organization of the district has already been discussed (page 60-61 and page 74-75). However, only brief reference has been made to several critical management tools which have been selected to facilitate management of the project. They include a Work-Breakdown Structure Matrix and detailed Work Statements indexed to the matrix. This system provides the means for delegating and identifying specific effort to be performed by specific project personnel as required to achieve the process and product objectives for each component of the project.

A copy of the Work-Breakdown Structure Matrix is included on page 134 of this proposal. Items (sub-components) of the project are listed horizontally at the top of the matrix. Task Groups (identified on the project organization chart, (page 63) are listed vertically. When a particular Task Group has been delegated specific responsibility for one or more tasks in a sub-component of the project, an X is placed in the corresponding cell of the matrix and an appropriate Work Statement prepared.

Summary Work Statements can be prepared for either a Task Group or a sub-component (Item). For example, sample Work Statements have been prepared for the Contingency Program Task Group, (G, pages 135-136) and for the Reading Systems Task Group, (H, pages 137-138). Careful examination of the sample Work Statements will show how the Work-Breakdown Structure Matrix can be used to define tasks; summarize tasks by groups of sub-components; estimate costs within a cell, by groups, or by sub-components; and serve as a continuing monitor of project activity and performance. Tasks on the Work Statements provide the basis for P.E.R.T. or C.P.S. analyses. A complete set of Work Statements, one for each cell in the Matrix, will be written and periodically updated to provide a flexible, discriminating tool for planning, programming, and budgeting by objectives.

A three-dimensional model displaying the components of the project, the levels of activities or tasks, and the types of objectives is presented in Figure 23. Most management tasks and costs have been assigned to the Project Management component. The manager level for the remaining components is conceived largely as a type of delegated or programmed responsibility that relates to the daily operation of the project rather than to the overall management function.

b. Evaluation (4.2).

c. Independent Audit (4.3). The evaluation and Independent Audit sub-components have been so completely described elsewhere in this proposal that they will only be referenced here: see pages 79 - 91 and 92.

Figure 27.

WORK-BREAKDOWN STRUCTURE MATRIX

Task Level Code

M Manager

O Operator

P Performer

ITEMS

TASK GROUP		1.1 Building-Unit Cadre	1.2 Volunteer Tutors	1.3 Parent Education	2.1 Demonstration Center	2.2 Training, Teachers/Tutors	3.1 Computer Support Services	3.2 Advisory Council	4.1 Communications	4.2 System Analysis	4.3 Evaluation	Independent Audit	TOTAL
A. Pub. Inf.	E. Moon												
B. Data Proc.	D. Welander												
C. Research	G. Ross												
D. Media & Mtls.	R. Foley												
E. In-Service	W. Rainbow												
F. Evaluation-Assessment	E. Hatch												
G. Contg. Prog.	J. Hronek R. Wills	X	X	X	X	X		X	X		X		
H. Reading Syst.	L. Filip M. Hazelton	X	X	X	X					X			
I. Parent Evs.	Comm. Agent												
J. Fed. Progrms.	A. Drahos												
K. Demon. Staff	Lead Tchr.												
L. Bldg. Cadres Public	Lead Tchrs.												
M. Bldg. Cadres Non-Public	Lead Tchrs.												
N. Purchasing	Don Grant												
O. Accounting	A. Watson												
P. Comm. Advsy.	C. Means												
Q. Indpt. Audit	T.D.F.A.												
R. Proj. Mgt.	P. Diaz												
TOTAL													
COMPONENT TOTALS													

TASK WORK STATEMENT

CONTINGENCY PROGRAM

RFP ITEM

- G 1.1 a.) Provide information on concept of contingency management through in-service sessions.
- b.) Provide assistance in setting up contingency contracts in the classroom.
- G 1.2 a.) Provide information on concept of contingency management.
- b.) Supervise assistance given tutors in setting up RE activities in the classroom so that tutor can work with teacher in setting up contracts.
- G 1.3 Acquaint parents with method of using positive reinforcement as an aid in developing a more favorable self-concept.
- GG 2.1 a.) Provide activities for the individual student which will motivate him to complete tasks. Update RE Menu.
- b.) Supervise students in RE area.
- c.) Reinforce student during regular activities as desirable behavior is occurring.
- d.) Tabulate and record RE activities chosen by individual students.
- e.) Record number of tasks completed each day by individual students.
- G 2.2 a.) Provide practicum visits. Teachers observe contingency management in demonstration center and apply motivational techniques to their classrooms.

RFP ITEM

- b.) Supervise small group meetings where teachers discuss techniques used and modifications.
 - c.) Supervise tutor in demonstration center and provide experience in developing RE activities and working with individual students in RE area.
 - d.) Supervise tutors training of the volunteer tutors in contingency management.
- G 3.1 Inform advisory council of motivational techniques in use and about the development of the RE area.
- G 3.2 Provide information to communications system for appropriate dissemination.
- G 4.2
- a.) Provide information for evaluation of pre and post test on Homme's book.
 - b.) Provide information for evaluation of pre and post list of reinforcers used in the classroom.
 - c.) Provide situation shorts for each teacher to describe techniques for positively reinforcing students and develop rating scale.
 - d.) Videotape sample classrooms and develop rating scale for assessing type and frequency of motivational techniques in use.

TASK WORK STATEMENT

READING SYSTEMS

RFP ITEM

- H 1.1 Building-Unit Cadre
- Plan and facilitate implementation of pre-school workshop training, in-service day sessions, and monthly update meetings for each of the four grade levels.
- Assist Lead Teachers in developing techniques for sharing information and knowledge with other teachers in the Cadre. Evaluate teacher's statement of their own in-service needs, and incorporate this information in the planning, implementation, and continuous assessment of the in-service program.
- H 1.2 Volunteer Tutors
- Provide pre-service orientation in-service.
- Counsel with the co-ordinators of tutor programs on the best way to meet the needs of Project BASIC, as well as those of already established programs.
- Co-ordinate weekly training sessions in materials and techniques in reading instruction.
- H 1.3 Parent Education
- Hold an initial orientation session with parents of the children in the eight classrooms of the Demonstration Center. (Perhaps also with other parents of the district.)
- H 2.1 Demonstration Center
- Supervise and coordinate tutorial services in the Demonstration Center.

H 2.1

Demonstration Center

Supervise and coordinate tutorial services in the Demonstration Center.

Supervise and coordinate Demonstration Center tutors in their weekly training of volunteer tutors.

Develop and demonstrate, with cooperation of the teachers of the classes brought into the Center, techniques of teaching skills and motivating learning in relation to needs of individuals or small groups within a classroom.

H 4.2

Evaluation

Assist in development of evaluation techniques to assess efforts of students, teachers, tutors, and Center staff.

Assist in supervising collection of evaluation data in the functioning of the above classes of personnel.

Assist in interpreting, evaluating data collected, and revising evaluation techniques as necessary.

Provide information needed for independent audit.

Keep records necessary to provide the above information.

OBJECTIVES MODEL - Project BASIC

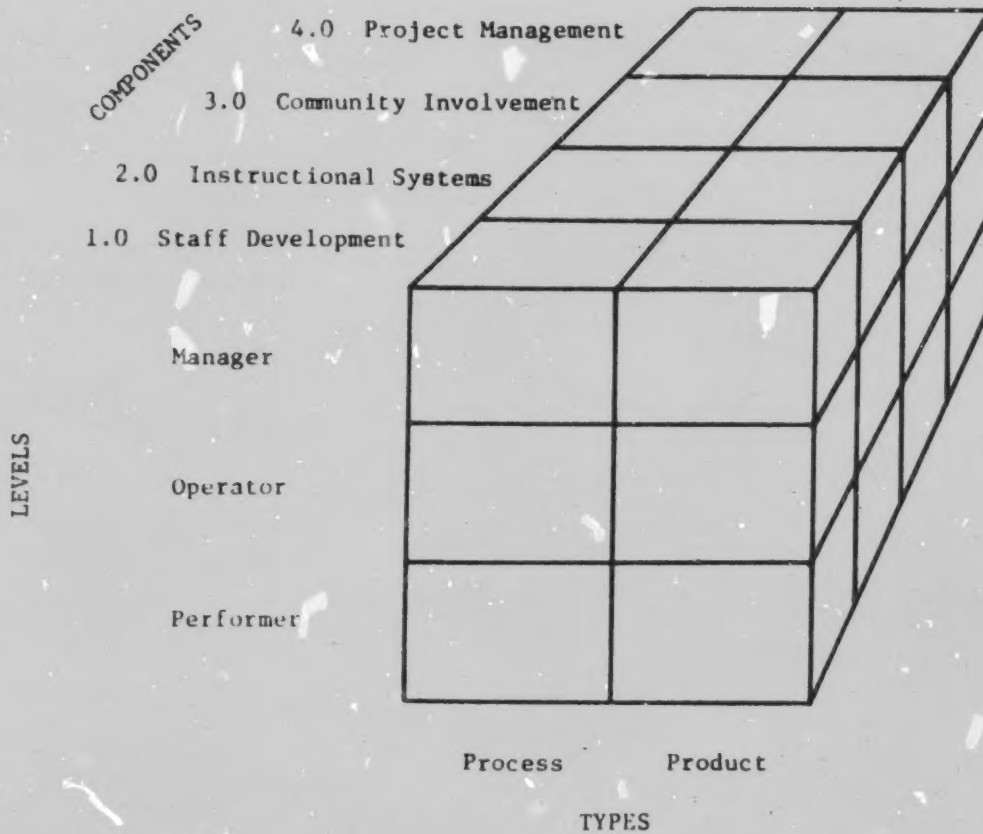


Figure 28. Objectives Model.

4-23-71
5-13-71
5-14-71

FEB 15, 1973

2. Component Objectives. The following third-year objectives for the Project Management component of the project are presented on the pages indicated.

Product Objectives

Page No.

4.1-0-01	45
4.1-0-02	45
4.1-0-03	45
4.2-0-01	46
4.2-0-02	46
4.3-0-01	47

Process Objectives

Page No.

4.1-1-01	45
4.1-1-02	45
4.1-1-03	45
4.1-1-04	45
4.2-1-01	46
4.2-1-02	46
4.3-1-01	47
4.3-1-02	47

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20540

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

Title III, Elementary and Secondary Education Act of 1965 - Supplementary Centers and Services Program
Section 306, PL 91-230

NOTE: Please read the attached instructions before completing this form

AGENCY'S NAME & ADDRESS: Cedar Rapids Community School District, 346 2nd Ave. S. W., Cedar Rapids		STATE: Iowa
PROJECT NUMBER 71-7048	GRANT NUMBER OEC-	BUDGET PERIOD: BEGINNING July 1, 1973 ENDING June 30, 1974

CHECK ONE BLOCK IN EACH COLUMN TO INDICATE PURPOSE FOR WHICH THIS FORM IS BEING PREPARED	☐ PROPOSED BUDGET SUMMARY	☒ 4.0 Project Management	COMPONENT
	☐ ESTIMATED EXPENDITURE REPORT	☐ TITLE III OVERALL ADMINISTRATIVE COSTS	TITLE III OVERALL ADMINISTRATIVE COSTS
	☐ FINAL EXPENDITURE REPORT	☐ OVERALL TITLE III COSTS	OVERALL TITLE III COSTS
		☐ LOCAL AND OTHER SUPPORTIVE COSTS	LOCAL AND OTHER SUPPORTIVE COSTS
		☐ TOTAL COSTS: TITLE III, LOCAL, OTHER SUPPORTIVE COSTS	TOTAL COSTS: TITLE III, LOCAL, OTHER SUPPORTIVE COSTS

PART I - EXPENDITURES (OTHER THAN CONSTRUCTION)

EXPENDITURE ACCOUNTS	EXPENSE CLASSIFICATION				EQUIPMENT	OTHER EXPENSES	TOTAL EXPENDITURES	NEGOTIATED BUDGET
	FEDERAL	STATE	LOCAL	OTHER				
1 ADMINISTRATION	100	1	6,595	5,195	1,650	1,000	743	
2 INSTRUCTION	200							
3 ATTENDANCE SERVICES	300							
4 HEALTH SERVICES	400							
5 PHYS. TRANSPORTATION SERVICES	500							
6 OPERATION OF PLANT	600							
7 MAINTENANCE OF PLANT	700							
8 FIELD CHARGES	800		659	520			1,179	
9 FOOD SERVICES	900							
10 STUDENT BODY ACTIVITIES	1000							
11 COMMUNITY SERVICES	1100							
12 REPORTING AND COSTS	1200							
13 TOTAL WHERE TRANSMISSION ENTER IN PART 1	1300							
14 CAPITAL OUTLAY (EXCEPT ONLY)	1400							
TOTAL			7,254	5,715	1,650	1,000	743	
NEGOTIATED BUDGET							308	

FEB 15, 1973

FEB 15, 1973

BUDGET SUMMARY WORKSHEET ----- BY SUB-CATEGORIES OF COMPONENTS

COMPONENT: 4.0 Project Management

Expense Classification

Func- tion	Task/ Item	3	4	5	6	7	8	9	10
Admstrn 100	4.1	3,273	3,796	250	500	265		200	
	4.2	2,990	1,399		500	278		108	
	4.3	332		1,400		200			
		6,595	5,195	1,650	1,000	743		308	15,491
Instrn 200	4.1								
	4.2								
	4.3								
FixChg 800	4.1	327	380						
	4.2	299	140						
	4.3	33							
		659	520						1,179
ComSvc 1100	4.1								
	4.2								
	4.3								
CapOut 1230	4.1								
	4.2								
	4.3								
		7,254	5,715	1,650	1,000	743		308	16,670

COST-ESTIMATE WORKSHEET

FEB 15, 1973
 Task/Item No. 4.1
 Project Mgmt
 System Analysis

Expense Classification	Admstrn 100	Instrn 200	FixChg 800	ComSvc 1100	CapOut 1230
3. Salaries, Professional	3,273		327		3,600
4. Salaries, Non-professional	3,796		380		4,176
5. Contracted Services	250				250
6. Materials and Supplies	500				500
7. Travel (and Mileage)	265				265
8. Equipment					
9. Other Expenses	200				200
TOTAL EXPENDITURES	8,284		707		8,991

Expense Class	Name and Title, Purpose, or Item	Project Time ACCOUNT NUMBER	Part	Quantity	Salary, Rental or Unit Cost	Amount Budgeted
3-100	Evaluator/Coordinator; Hatch, Beth	81-117.06	.05		16,600	830
	Reading Specialist; Filip, Lynda	81-122.08			13,540	1,354
	Project Director; Diaz, A.P. (five days only, balance of contract and service is contribution of District)	81-118.02	5 days			450
	Contingency Mgr./Skills Sta.; Hronek, Judy	81-122.09	.05		9,460	473
	Community Agent; Fry, Greer	81-117.07	.02		8,310	166
						3,273
3-800	Fixed Charges, 10%					327
		81-485.00				
		81-484.00				
		81-444.02				
		81-444.03				
100	Secretary; Henry, Penny	81-119.02	.75		4,060	3,045
	Office Ed. Student (Unassigned)	81-119.01	.375		1,470	551
	Part-time	81-119.02				200
						3,796
		690			144	

		FEB 15, 1978		4.1	Page 2
Expense Class	Name and Title, Purpose, or Item	Project Time ACCOUNT NUMBER	Quantity Part	Salary, Rental or Unit Cost	Amount Budgeted
4-800	Fixed Charges, 10%	81-485.00 81-484.00 81-444.02 81-444.03			380
5-100	Technical Assistance	81-350.00	2.5 days	100/day	250
6-100	Office Supplies, Reference Books, Production Services for Reports, Bulletins, etc. of Administrative nature.	81-420.04			500
7-100	Travel Expenses	81-595.02			200
	Mileage (local)	81-598.02			65
	Eval/Coord; Hatch, Beth 15				
	Rdg. Spec.; Filip, Lynda 50				
9-100	Telephone Services (including long distance)	81-590.00			150
	Postage	81-599.00			50

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COST-ESTIMATE WORKSHEET

Task/Item No. 4.2 **FEB 15 1970**
Project Mgmt
Evaluation

Expense Classification	Admstrn 100	Instrn 200	FixChg 800	ComSvc 1100	CapOut 1230
3. Salaries, Professional	2,990		299		3,289
4. Salaries, Non-professional	1,399		140		1,539
5. Contracted Services					
6. Materials and Supplies	500				500
7. Travel (and Mileage)	278				278
8. Equipment					
9. Other Expenses	108				108
TOTAL EXPENDITURES	5,275		439		5,714

Expense Class	Name and Title, Purpose, or Item	Project ACCOUNT NUMBER	Time Part	Quantity	Salary, Rental or Unit Cost	Amount Budgeted
3-100	Evaluator/Coordinator; Hatch, Beth	81-117.06	.11		16,600	1,826
	Reading Specialist; Filip, Lynda	81-122.08	.05		13,540	677
	Contingency Mgr/Skills Stations Hronek, Judy	81-122.09	.025		9,460	237
	Part-time staff for Evaluation activities	81-117.06	10 days		25/day	250
						2,990
3-800	Fixed Charges, 10%					299
		81-485.00				
		81-484.00				
		81-444.02				
		81-444.03				
4-100	Secretary; Henry, Penny	81-119.02	.25		4,060	1,015
	Office Educ. Student	81-119.01	.125		1,470	184
	Part-time (typists, non-professional eval. assistants, etc.)	81-119.02				200
						1,399
4-800	Fixed Charges, 10%					140
		81-485.00			145	
		81-484.00				
		81-444.02				
		81-444.03				

		FEB 15, 1978		A.2 Page 2		
Expense Class	Name and Title, Purpose, or Item	Project Time ACCOUNT NUMBER	Part	Quantity	Salary, Rental or Unit Cost	Amount Budgeted
6-100	Production Services	81-420.04				200
	Test, Supplies	81-454.00				300
7-100	Mileage (local)	81-598.02				78
	Eval/Coord.; Hatch, Beth	28				
	Secretary; Henry, Penny	50				
9-100	Travel Expenses	81-595.04				200
	Staff	200				
	Telephone	81-590.00				58
	Postage	81-599.00				50
						146
						693

COST-ESTIMATE WORKSHEET

Task/Item No. 4.3 **FEB 15, 1973**

Project Mgmt
Indep. Audit

Expense Classification	Admstrn 100	Instrn 200	FixChg 800	ComSvc 1100	CapOut 1230
3. Salaries, Professional	<u>332</u>	<u> </u>	<u>33</u>	<u> </u>	<u>365</u>
4. Salaries, Non-professional	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
5. Contracted Services	<u>1,400</u>	<u> </u>	<u> </u>	<u> </u>	<u>1,400</u>
6. Materials and Supplies	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
7. Travel (and Mileage)	<u>200</u>	<u> </u>	<u> </u>	<u> </u>	<u>200</u>
8. Equipment	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
9. Other Expenses	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
TOTAL EXPENDITURES	<u>1,932</u>	<u> </u>	<u>33</u>	<u> </u>	<u>1,965</u>

Expense Class	Name and Title, Purpose, or Item	Project ACCOUNT NUMBER	Time Part	Quantity	Salary, Rental or Unit Cost	Amount Budgeted
3-100	Evaluator/Coordinator; Hatch, Beth	81-117.06	.02		16,600	332
3-800	Fixed Charges, 10%	81-485.00 81-484.00 81-444.02 81-444.03				33
5-100	Audit Contract (2% of Grant)	81-331.00				1,400
7-100	Contract negotiation travel	81-595.02				200
		694			147	

Figure XXIX (See page 57-a)

APR 27 1972

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FEB 15, 1973

2. Participants.

- a. Project Office Staff.
Lead Teachers.
Building Principals.
- b. 40 Target Schools.

3. Resources.

- a. Personnel. See Fig. 24, page 108.
- b. Technical Assistance.
 - (1) Anticipated.
Management Consultants (to be chosen)
Computer Consultants
 - (2) Technical Assistance Plan. See page 109 .
- c. Facilities, Materials, and Equipment. See pages 68-73.

C. Communication.

A general communication system will serve all components of the project and is discussed on pages 77-78.

D. Evaluation. See pages 79-91.

PROPOSED BUDGET SUMMARY EXPENDITURE REPORT OF FEDERAL FUNDS
Title III, Elementary and Secondary Education Act of 1965 - Supplementary Centers and Services Program
Section 306, P.L. 91-230

(NOTE: Please read the attached instructions before completing this form)

AGENCY'S NAME & ADDRESS
Cedar Rapids Community Schools 346 2nd Avenue S.W. Cedar Rapids Iowa 52402

PROJECT NUMBER 71-7048 GRANT NUMBER OEG- 0-71-1733 (290) BUDGET PERIOD BEGINNING 3-29-71 ENDING 6-21-71

CHECK ONE BLOCK IN EACH COLUMN TO INDICATE PURPOSE FOR WHICH THIS FORM IS BEING PREPARED

☐ PROPOSED BUDGET SUMMARY
☒ ESTIMATED EXPENDITURE REPORT *
☐ FINAL EXPENDITURE REPORT

* Development Grant, (Phase I)

TITLE III OVERALL ADMINISTRATIVE COSTS
OVERALL TITLE III COSTS
LOCAL AND OTHER SUPPORTIVE COSTS
TOTAL COSTS: TITLE III, LOCAL, OTHER SUPPORTIVE COSTS

PART I - EXPENDITURES (other than construction)													
EXPENDITURE ACCOUNTS			EXPENSE CLASSIFICATION							EQUIPMENT	OTHER EXPENSES	TOTAL EXPENDITURES	NEGOTIATED BUDGET
FUNCTIONAL CLASSIFICATION	ACCT NO.	SALARIES		CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	NON-PROFESSIONAL	PROFESSIONAL					
1	2	3	4						5	6	7	8	9
1 ADMINISTRATION	100	\$	\$	\$ 400.00	\$ 20.00	\$ 405.02	\$	\$ 224.75	\$ 1,049.77	\$			
2 INSTRUCTION	200												
3 ATTENDANCE SERVICES	300												
4 HEALTH SERVICES	400												
5 PUPIL TRANSPORTATION SERVICES	500												
6 OPERATION OF PLANT	600												
7 MAINTENANCE OF PLANT	700												
8 FIXED CHARGES	800												
9 FOOD SERVICES	900												
10 STUDENT-BODY ACTIVITIES	1000												
11 COMMUNITY SERVICES	1100												
12 REMODELING (IF COSTS TOTAL MORE THAN \$2000 ENTER IN PART II)	1200												
13 CAPITAL OUTLAY (EQUIPMENT ONLY)	1300												
14 Total Direct Costs		\$	\$	\$ 400.00	\$ 20.00	\$ 504.02	\$	\$ 224.75	\$ 1,049.77	\$			
15 Indirect Costs (— %)		\$	\$	\$	\$	\$	\$	\$	\$	\$			
16 TOTAL (14 + 15)		\$	\$	\$	\$	\$	\$	\$	\$	\$			
17 NEGOTIATED BUDGET		\$	\$	\$	\$	\$	\$	\$	XXXXXXXXXX	\$			

COST-ESTIMATE WORKSHEET

Task/Item No. _____

Estimated Expenditure Report

Functional Classification

Expense Classification	Admstn 100	Instrn 200	FixChg 800	ComSvc 1100	CapOut 1230
3. Salaries, Professional	_____	_____	_____	_____	_____
4. Salaries, Non-professional	_____	_____	_____	_____	_____
5. Contracted Services	400.00	_____	_____	_____	_____
6. Materials and Supplies	20.00	_____	_____	_____	_____
7. Travel (and Mileage)	405.02	_____	_____	_____	_____
8. Equipment	-0-	_____	_____	_____	_____
9. Other Expenses	224.75	_____	_____	_____	_____
TOTAL EXPENDITURES	\$1,049.77	_____	_____	_____	_____

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Amount Budgeted
		Full	Part			
5	Dr. Roger Farr, Indiana University, Consultant on Evaluation Design				\$150.00	
5	Mr. Art Wulfsberg, Management Component Section, development, design and consultation				250.00	
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READING SKILLS STATIONS

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Project BASIC Reading

December, 1974

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READING SKILLS STATIONS

"The skills station is an invitation to learn, to explore, to discover. It is teacher constructed but student directed. It is designed to encourage self-direction and self-motivation of the individual child. The learner becomes involved with the station during his unscheduled time."

In this notebook, you will find skills station activities for most of the Cooper-McGuire subtest skills.

Ideas for working with stations are outlined below.

I. Making the station:

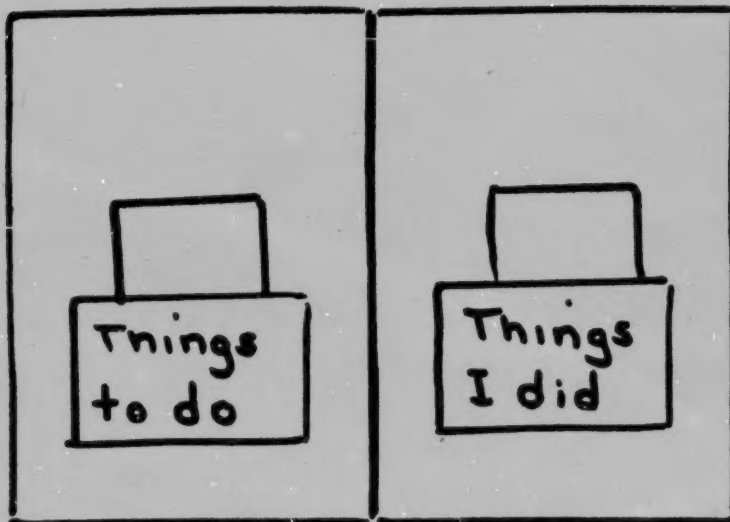
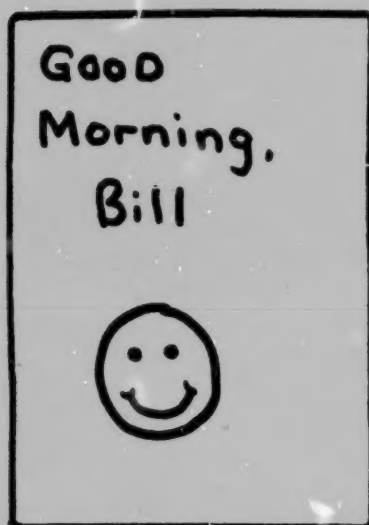
- A. Modify the activities to fit the needs of your class.
- B. Use volunteers to help make the stations.
- C. Decide on a method of storing your stations.
 1. We are using the Ideal Storage Box, No. 3211.
 2. Other methods might be shoe boxes or plastic bags.
- D. Be sure to label your storage boxes and each part of the activity.
(ie: P I-A, P I-B, P 8-A)
- E. Include the "student objective" and directions in your storage .
The directions may be written on cards or taped for the student.

II. Managing the station:

- A. There are many ways of introducing the station.
 1. The teacher may explain the station during reading group time.
 2. Volunteers may be put in charge of stations.
 3. Directions may be written for children who can read or taped for non-readers.
 4. Children in the room can be "station masters". Possibilities for the station master might be:
 - a. Aid in clean-up each day.
 - b. Aid in reading center directions to others.
 - c. Explain the center to those children who have questions.
 - d. Aid in evaluation of the center.
- B. Record-keeping methods must be developed to record a student's involvement in a learning station. Examples of record-keeping tools are on insert pages B-a, B-b, B-c.
- C. Individual and group conferences are important in the effectiveness of skills stations.
 1. Record-keeping devices and work folders can serve as the basis for the conference conversation.
 2. During the conference, the child may evaluate his progress and work out any problems with his teacher.
 3. Group conferences can provide follow-up discussion or post-task evaluations.
 4. The conference can offer feedback concerning the child's attitude or feeling toward the station.

WORK FOLDER

The child is given his work folder. His assignments are made on slips of paper which are put into the "Things to do" pocket. When he completes his station, he puts his slip of paper into the "Things I did" pocket.



ASSIGNING STATION MASTERS

Children who have completed or understand the activities of the station can serve as "station masters". The names of these helpers can be put on the telephone. This telephone can be placed near the station so that children know where they can go for help with a station.



R1

Letter Names

The student should be able to
recognize given alphabet letters.

TEACHER OBJECTIVE

The student should be able to recognize given alphabet letters r, e, p, t, d, n, and o, when the name of the letter is given on a tape.

STUDENT OBJECTIVE

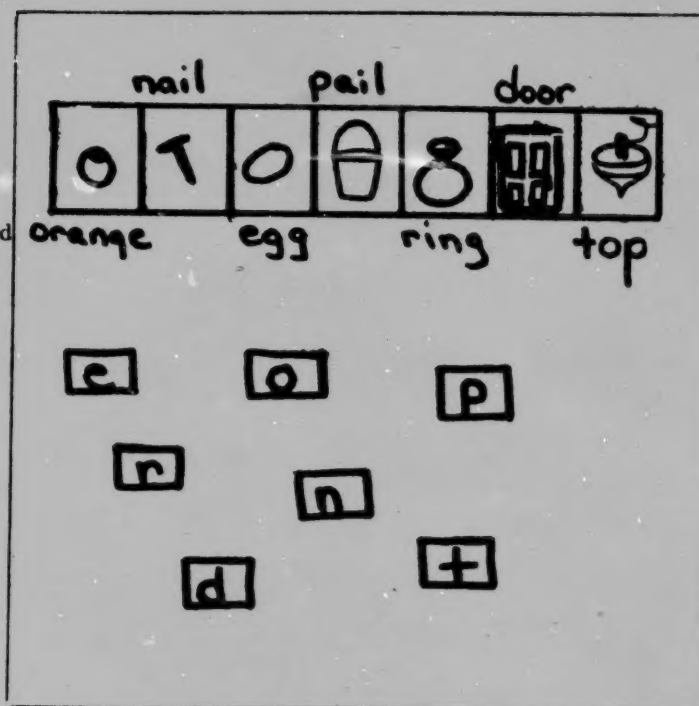
You will listen to the tape and place the named letter in the corresponding box.

DIRECTIONS FOR STUDENT

1. Set out boxes and letters.
2. Put the tape in the player.
3. Turn machine on.
4. Listen to the tape and follow directions.
5. When the tape ends, turn the boxes upside down to see if you matched the letters.

MATERIALS NEEDED

1. Tape
2. Seven half-pint milk cartons with tops cut off. (Each carton should be labeled with a picture, corresponding to the letters r, e, p, t, d, n, and o.)
3. Set of letters r, e, p, t, d, n, and o.



NOTE TO TEACHER

The same tape and boxes can be used for capital letters.
The tape will say "put the letter r in the box with the ring on it," etc.

Evaluation: self-checking

TEACHER OBJECTIVE

The student should be able to recognize given alphabet letters c, x, g, k, l, i and h, when the name of the letter is given on a tape.

STUDENT OBJECTIVE

You will listen to the tape and place the named letter in the corresponding box.

DIRECTIONS FOR STUDENT

1. Set out boxes and letters.
2. Put the tape in the player.
3. Turn machine on.
4. Listen to the tape and follow directions.
5. When the tape ends, turn the boxes upside down to see if you matched the letters.

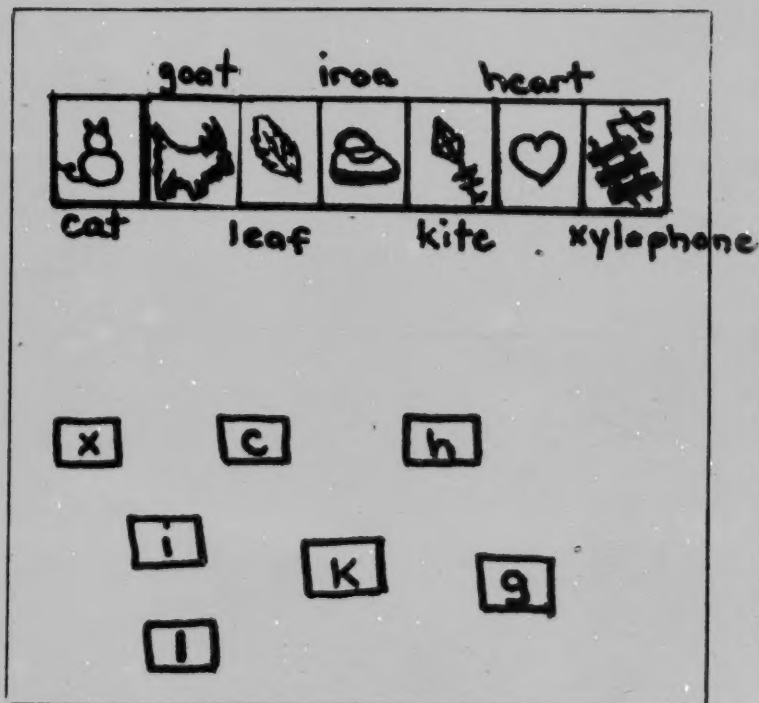
MATERIALS NEEDED

1. Tape
2. Seven half-pint milk cartons with tops cut off. (Each carton should be labeled with a picture, corresponding to the letters c, x, g, k, l, i and h.)
3. Set of letters c, x, g, k, l, i and h

NOTE TO TEACHER

The same tape and boxes can be used for capital letters.
The tape will say "put the letter c in the box with the cat on it," etc.

Evaluation: self-checking



TEACHER OBJECTIVE

The student should be able to recognize given alphabet letters k, q, y, u, v, and z, when the name of the letter is given on a tape.

STUDENT OBJECTIVE

You will listen to the tape and place the named letter in the corresponding box.

DIRECTIONS FOR STUDENT

1. Set out boxes and letters.
2. Put the tape in the player.
3. Turn machine on.
4. Listen to the tape and follow directions.
5. When the tape ends, turn the boxes upside down to see if you matched the letters.

MATERIALS NEEDED

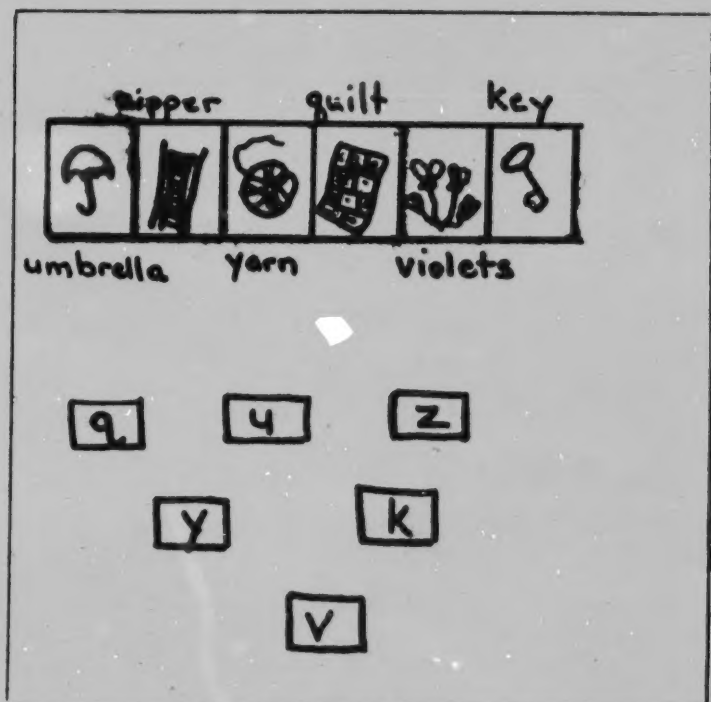
1. Tape
2. Six half-pint milk cartons with tops cut off (Each carton should be labeled with a picture, corresponding to the letters k, q, y, u, v, and z.)
3. Set of letters k, q, y, u, v, and z

NOTE TO TEACHER

The same tape and boxes can be used for capital letters.

The tape will say "put the letter k in the box with the kite on it," etc.

Evaluation: self-checking



TEACHER OBJECTIVE

Given a letter wheel, the child will match capital and lower case letters.

STUDENT OBJECTIVE

You will match the capital and lower case letters on the letter wheel.

DIRECTIONS FOR STUDENT

1. Find a friend.
2. Take out letter wheel.
3. Turn the disc on this letter wheel and try to match all the capital and lower case letters, matching one letter at a time.
4. Your friend will check your work.

MATERIALS NEEDED

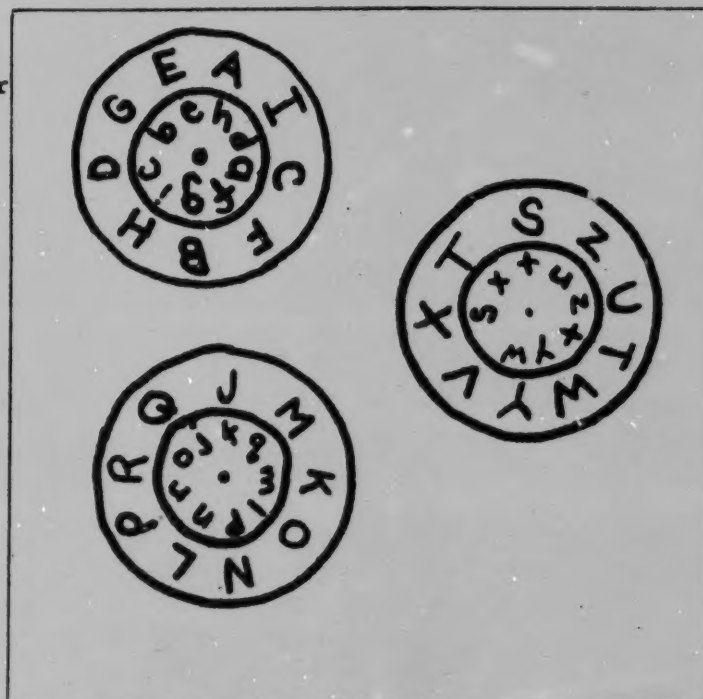
Three letter wheels made from poster board

- (1) using letters a through i
- (2) using letters j through r
- (3) using letters s through z

NOTE TO TEACHER

Two children can work together on this station so they may check each others work.

Evaluation: checked by peer.



TEACHER OBJECTIVE

Given an alphabet concentration game, two children will match letters and verbally identify them. In the box, there will be three sets of cards so that the game can be played matching lower with lower case, capital with capital, and lower case with capital letters.

STUDENT OBJECTIVE

You will play the game to match

lower with lower case letters - brown letters
capital with capital letters - green letters
lower with capital letters - red letters

DIRECTIONS FOR STUDENT

1. Shuffle cards and place face down in rows. Two of you may work together to play this game. You will match the letters and also be able to tell the name of each letter.
2. Each child turns a card over to see who will go first. One nearest the beginning of alphabet begins. Turn these cards back to face down.
3. The first player begins. He turns two cards over. If they match, he keeps them and turns over two more. If they do not match, the next player has a turn.
4. After all the cards have been matched, the player with the most pairs is the winner.

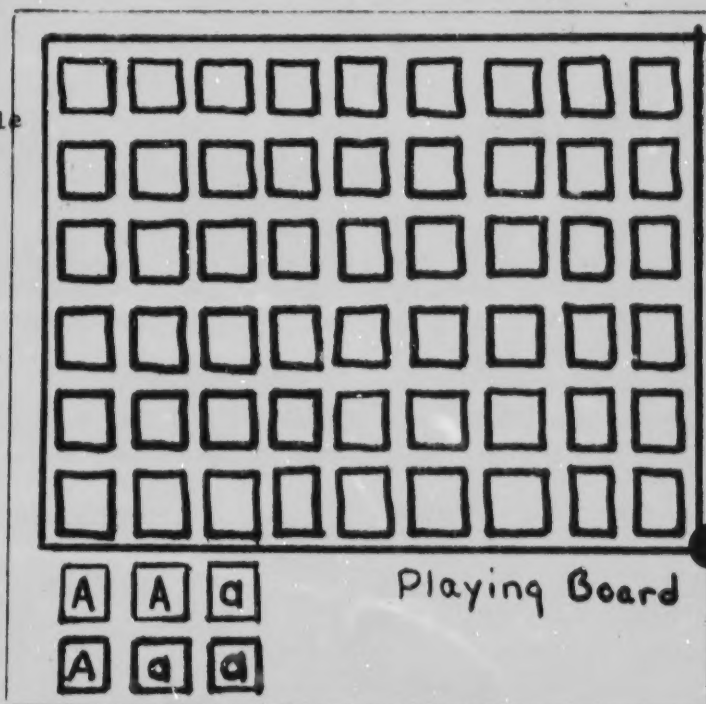
MATERIALS NEEDED

1. Playing board made from 18 X 24 sheet of oaktag.
2. Alphabet cards consisting of a double set of all capital, all lower, and capital and lower case letters printed on 2 X 3 oaktag cards.

NOTE TO TEACHER

If there is a child who knows how to play this game, he may be in charge of giving directions. This can also be used for R5. (word-alikes)

Evaluation: checked by peer.



TEACHER OBJECTIVE

Given alphabet puzzles, the student will match capital and lower case letters.

STUDENT OBJECTIVE

You will put the puzzle pieces together, matching the capital and lower case letters.

DIRECTIONS FOR STUDENT

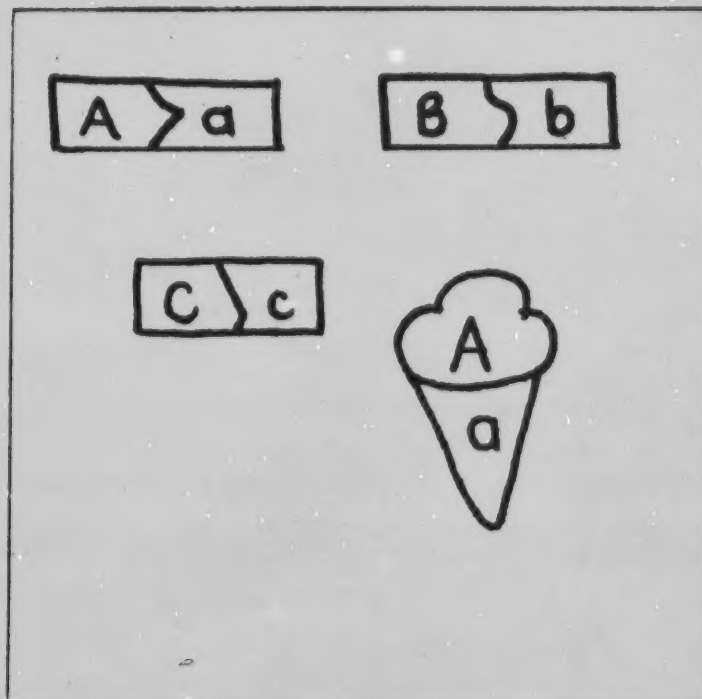
1. Match the capital and lower case letters on your puzzle pieces.
2. You will know you are correct if the puzzle pieces fit together.

MATERIALS NEEDED

Capital and lower case letters printed on 3 x 5 railroad board, which has been cut unevenly between the letters so that they form puzzle pieces.

NOTE TO TEACHER

Evaluation: Self checking



TEACHER OBJECTIVE

Given alphabet cards, the student will recognize and name the letter.

STUDENT OBJECTIVE

You will try to win the game by naming the letters on the cards.

DIRECTIONS FOR STUDENT

1. Find your partner.
2. Take turns drawing cards with your partner, from the container.
3. Say the name of the letter.
4. Keep the letters you know in your pack, return "not known" card to the container.
5. If you get a 😊 take another turn.
6. If you get a ☹ put all your cards back in the can.
7. The winner is the first one to get ten letters.

MATERIALS NEEDED

1. margarine container
2. alphabet cards
3. happy and sad face cards

NOTE TO TEACHER

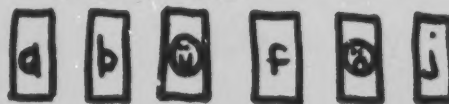
Two children will play this game.

Evaluation: checked by peer.

upper case



lower case



TEACHER OBJECTIVE

Given a set of lower case letters, the student will match them to capital letters marked on an umbrella.

STUDENT OBJECTIVE

You will match the raindrop lower case letters to the capital letters on the umbrella.

DIRECTIONS FOR STUDENT

1. Put the raindrops on the umbrella so that the lower and upper case letters match.
2. Have a friend check your work.

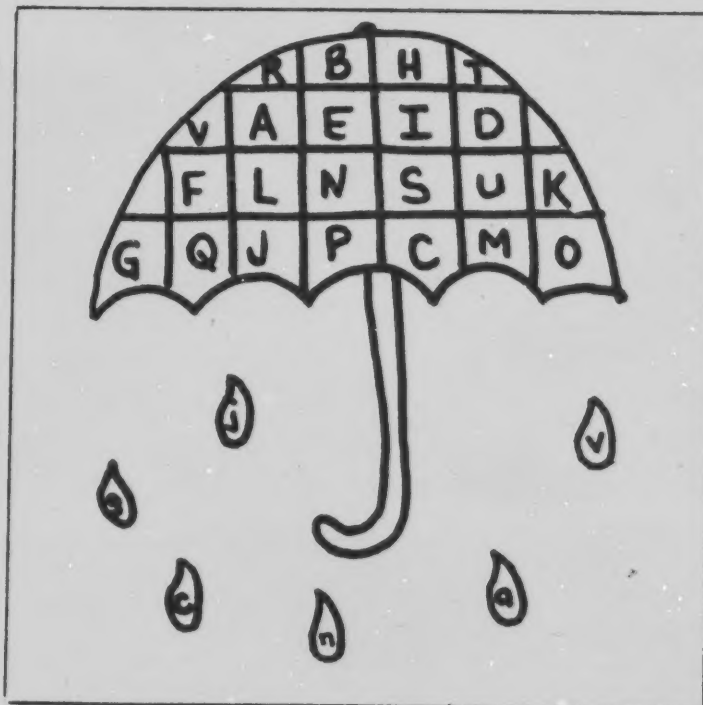
MATERIALS NEEDED

1. Large oaktag cut in the shape of an umbrella and labeled with capital letters.
2. Set of raindrops, each one labeled with a lower case letter.

NOTE TO TEACHER

This is a good activity for a bulletin board.

Evaluation: checked by peer or volunteer



R2

Letter Shapes

The learner will be able to write
the letters of the alphabet in
scrambled order, as dictated by the teacher.

TEACHER OBJECTIVE

The student will be able to write the capital and lower case letters when given the name of that letter. (S, H, C, K, E, B, X)

STUDENT OBJECTIVE

You will name a picture of an object. Your helper will name the letter it begins with and you will write it in the capital and lower case form.

DIRECTIONS FOR STUDENT

1. Two may play this game with a helper.
2. Decide who will be first and spin the dial. Say the name of the object landed on.
3. The helper will say the name of the beginning letter of the object the dial landed on.
4. Write that letter (capital and lower case) beside the picture on the response sheet.
5. Later in the game, if you dial a picture already completed, you miss a turn and the next player gets a turn.
6. If you dial a sad face, you lose your turn.
7. The player who completes the seven pictures first is the winner.

MATERIALS NEEDED

1. Dial cards with pictures
2. Response sheet with the seven pictures and lines for writing capital and lower case letters
3. Pencils

NOTE TO TEACHER

Evaluation: Checked by peer and volunteer.
volunteer needed at this station.

1.		H h
2.		S s
3.		T t
4.		O o
5.		X x
6.		—
7.		—



TEACHER OBJECTIVE

The student will be able to write the capital and lower case letters when given the name of that letter. (A, F, P, R, J, Z, W)

STUDENT OBJECTIVE

You will name a picture of an object. Your helper will name the letter it begins with and you will write it in the capital and lower case form.

DIRECTIONS FOR STUDENT

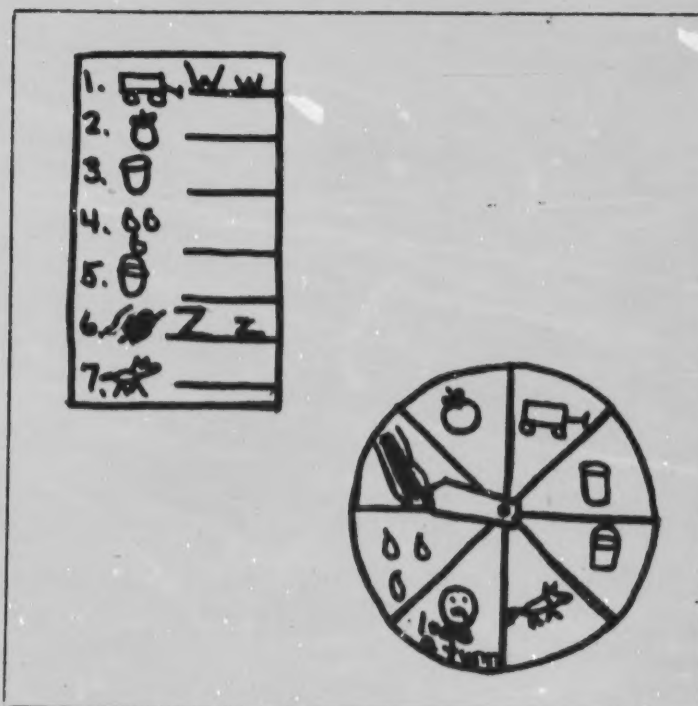
1. Two may play this game with a helper.
2. Decide who will be first and spin the dial. Say the name of the object landed on.
3. The helper will say the beginning letter of the object the dial landed on.
4. Write that letter (capital and lower case) beside the picture on the response sheet.
5. Later in the game, if you dial a picture already completed, you miss a turn and the next player gets a turn.
6. If you dial a sad face, you lose your turn.
7. The player who completed the seven pictures first is the winner.

MATERIALS NEEDED

1. Dial cards with pictures
2. Response sheet with the seven pictures and lines for writing capital and lower case letters
3. Pencils

NOTE TO TEACHER

Evaluation: Checked by peer and volunteer. Volunteer needed at this station.



TEACHER OBJECTIVE

The student will be able to write the capital and lower case letters when given the name of that letter. (D, G, L, I, M, Q)

STUDENT OBJECTIVE

You will name a picture of an object. Your helper will name the letter it begins with and you will write the letter in the capital and lower case.

DIRECTIONS FOR STUDENT

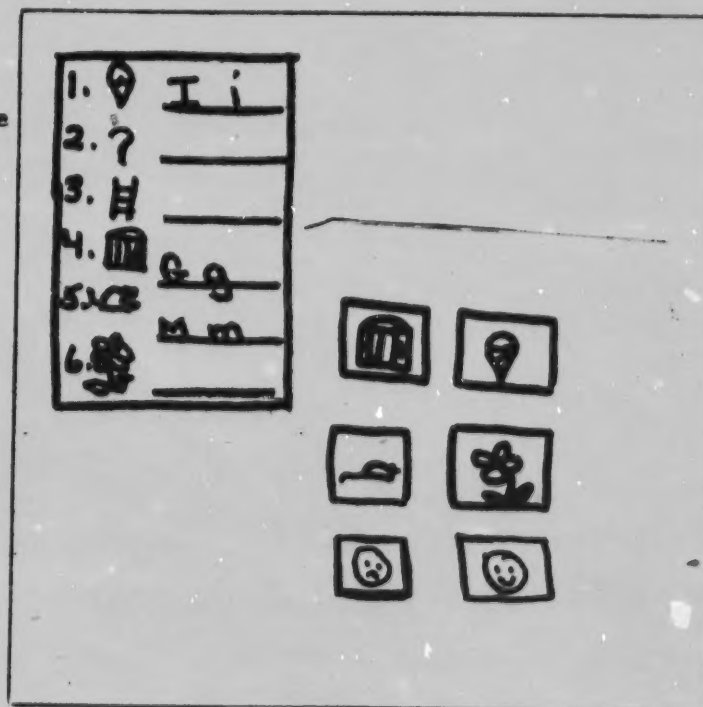
1. Two may play this game with a helper.
2. Shuffle the cards and place them face down in a pile. Decide who will be first.
3. Take a response sheet and pencil.
4. First player turns over a card and names that object.
5. The helper will say the letter for the beginning sound of that object and you will write that letter in capital form and lower case form beside the same picture on the response sheet.
6. Later in the game, if you draw a card for a completed picture, you miss a turn and the next player takes his turn.
7. If you get a sad faced card, you miss a turn, but if you get a smiley faced card, you get an extra turn.
8. The first one to complete his response sheet correctly is the winner.

MATERIALS NEEDED

1. 15 picture cards
2. Response sheet with six pictures using the letter above - Lines on these sheets for writing lower case and capital letters
3. Pencils

NOTE TO TEACHER

Evaluation: Checked by peer and volunteer. A volunteer is needed at this station.



TEACHER OBJECTIVE

The student will be able to write the capital and lower case letters when given the name of that letter. (N, T, U, V, Y, O)

STUDENT OBJECTIVE

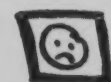
You will name a picture of an object. Your helper will name the letter it begins with and you will write the letter in the capital and lower case form.

DIRECTIONS FOR STUDENT

1. Two may play this game with a helper.
2. Shuffle the cards and place them in a pile face down. Decide who will be first.
3. Take a response sheet and a pencil.
4. First player turns over a card and names that object.
5. The helper will say the letter for the beginning sound of that object and you will write that letter in capital and lower case form beside the same picture on the response sheet.
6. Later in the game, if you draw a card for a completed picture, you miss a turn and the next player takes his turn.
7. If you get a sad-faced card, you miss a turn; but if you get a smiley-faced card, you get an extra turn.
8. The first one to complete his response sheet correctly is the winner.

MATERIALS NEEDED

1. 15 picture cards
2. Response sheet with six pictures using the letters above - Lines on these sheets for writing lower case and capital letters
3. Pencils

1.  <u>U</u> <u>u</u>	     
2.  _____	
3.  _____	
4.  <u>V</u> <u>v</u>	
5.  _____	
6.  <u>O</u> <u>o</u>	

NOTE TO TEACHER

Evaluation: Checked by peer and volunteer. Volunteer needed at this station.

TEACHER OBJECTIVE

The student will be able to write capital and lower case letters when a letter is dictated to him.

STUDENT OBJECTIVE

You will be able to write the letters of the alphabet as they are dictated to you.

DIRECTIONS FOR STUDENT

1. Put the tape in the recorder.
2. Take out the laminated sheet and crayon.
3. Turn the tape on and listen to the directions. Do what the tape says.
4. Have someone check your work.

MATERIALS NEEDED

1. Tape
2. Laminated sheet
3. Crayon

NOTE TO TEACHER

The tape may say, "See the picture of the sun. Write the capital S and the lower case s on the space." Pause.

See the picture of the hat. Write the capital H and the lower case h on the space. (Also use cat, kite, egg, box, x-ray)

Evaluation: checked by teacher or volunteer.

1. 	S s
2. 	
3. 	
4. 	
5. 	
6. 	B b
7. 	X x

R3

Auditory Discrimination

The student will be able to
match pictures beginning with the
same sound.

TEACHER OBJECTIVE

Given a set of picture cards, the child will determine which ones begin with the f sound.

STUDENT OBJECTIVE

You will say the words and put the pictures that begin with the f sound in the "yes" box.

DIRECTIONS FOR STUDENT

1. Sort through these pictures to find those that begin with the f sound.
2. Say each word as you work.
3. If they begin with f, put them in the "yes" box.
4. If they don't begin with the f sound, put them in the "no" box.
5. When you finish, check the answer card.

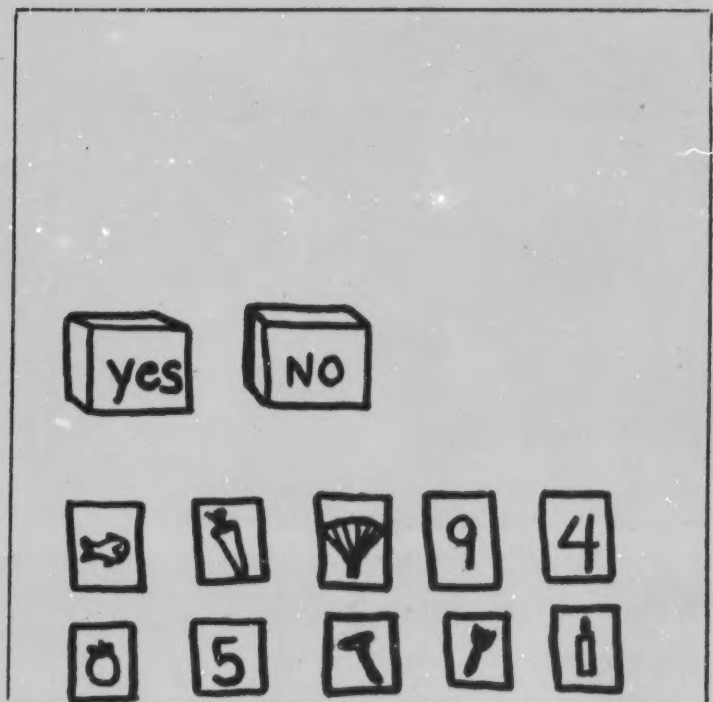
MATERIALS NEEDED

1. Beginning sounds pictures.
2. "Yes" and "No" boxes.
3. Answer sheet.

NOTE TO TEACHER

This activity can be used with other beginning sounds, blends, vowels, etc.

Evaluation: self-checking



TEACHER OBJECTIVE

The student will match pictures having the same beginning consonant sound.

STUDENT OBJECTIVE

You will match the pictures that begin the same.

DIRECTIONS FOR STUDENT

1. Use a black crayon to circle the pictures whose names begin with the same sound.
2. Do both sides of the card.
3. Check your own work with the answer sheet. Red crayon is to be used for checking mistakes. Use answer sheet with answers circled in red.

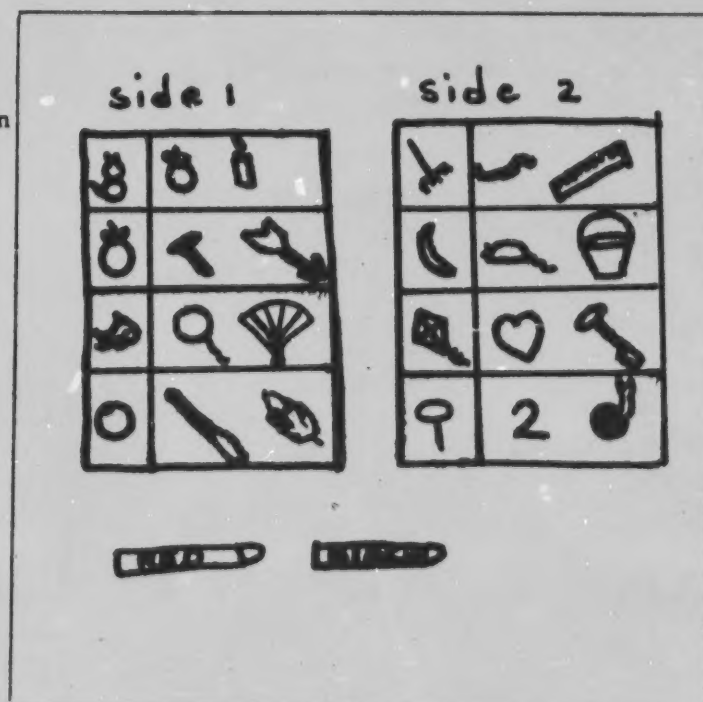
MATERIALS NEEDED

1. Laminated card
2. Black crayon
3. Answer sheet and red checking crayon in envelope

NOTE TO TEACHER

The teacher might want a sheet on the outside of the envelope for student to sign after completing card.

Evaluation: self-checking



TEACHER OBJECTIVE

Given a set of picture cards, the child will determine which begin with the sound of p.

STUDENT OBJECTIVE

You will hear the sound of p at the beginning of some words.

DIRECTIONS FOR STUDENT

1. Look at the picture cards and say the words.
2. If they begin with p put them in Paul's Pocket.
3. Check your answers with the sheet inside the envelope.
4. Replace the answer sheet in the envelope.

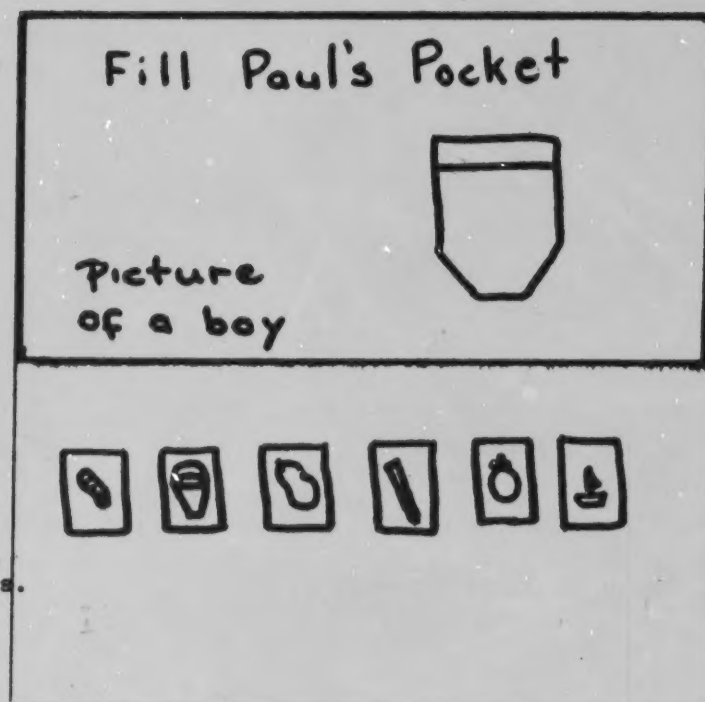
MATERIALS NEEDED

1. 9 X 12 sheet of railroad board with picture of Paul on left side and stapled shirt pocket on right
2. 2 X 3 picture cards
3. Answer sheet inside an envelope

NOTE TO TEACHER

1. Other sounds might include Sally's Sandbox, Bill's Box, Carl's Car.
2. Rather than making the cards, you might want to use the commercial picture cards.

Evaluation: self-checking



TEACHER OBJECTIVE

Given a set of pictures and five boxes labeled with pictures of dog, car, feather, gate, and jacks; the student will match the pictures that begin with the same sounds.

STUDENT OBJECTIVE

You will hear the beginning sounds d, c, f, g, j and match the pictures.

DIRECTIONS FOR STUDENT

1. Look at the pictures and say the words.
2. Put the picture in the box that has the same beginning sound.
3. Check your work with the answer sheet.

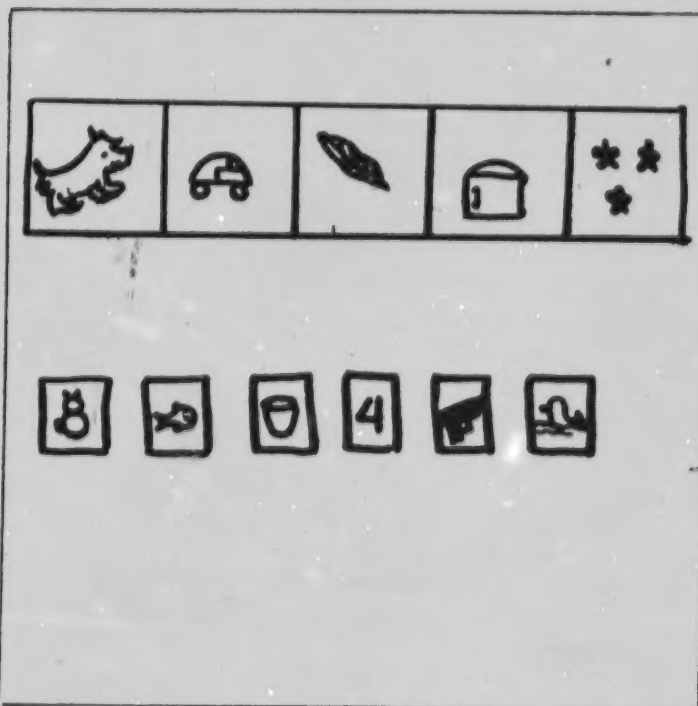
MATERIALS NEEDED

1. Five boxes with pictures on the front of each box - dog, car, feather, gate, jacks
2. 2 X 3 picture cards
3. Answer sheet

NOTE TO TEACHER

This same activity may be repeated with other beginning sounds: blends, vowels, ending sounds.

Evaluation: self-checking



TEACHER OBJECTIVE

The student will identify and match consonant sounds heard at the beginning of words.

STUDENT OBJECTIVE

You will match pictures with the same beginning consonant sound.

DIRECTIONS FOR STUDENT

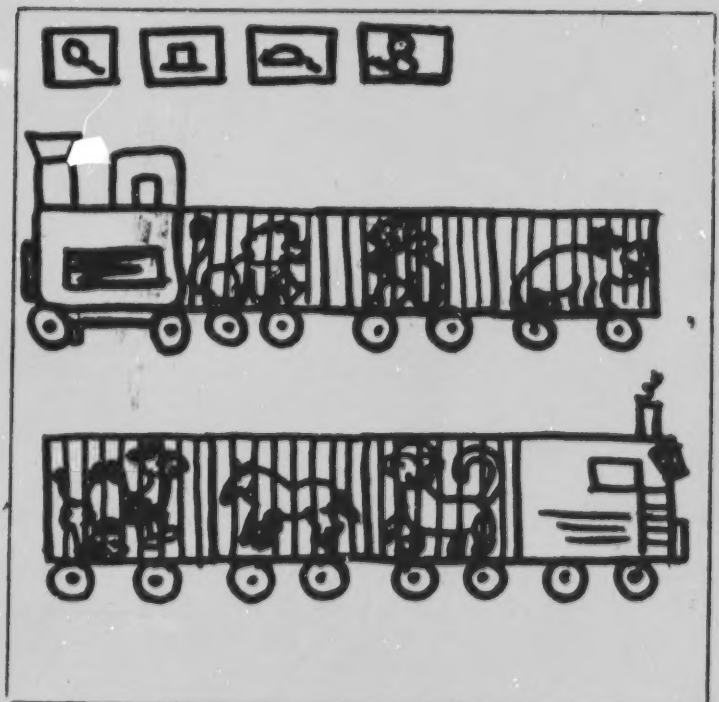
1. Look at the zoo train and say the names of the pictures on the train.
2. Take the picture cards from the train.
3. Say the word for the pictures and put the card in the train car that begins the same.
4. Check your work with the answer sheet.

MATERIALS NEEDED

1. Train made from 8 milk cartons (engine, 6 animal cars, caboose)
2. Animal cars have pictures on them (seal, tiger, zebra, lion, monkey, and bear)
3. Picture cards corresponding to beginning sounds on animal cards
4. Answer sheet

NOTE TO TEACHER

Evaluation: Self-checking



R5

Discrimination of Word Forms

The student will be able to recognize
words that are the same.

TEACHER OBJECTIVE

Given a set of word dominoes, the student will recognize and match words that are the same.

STUDENT OBJECTIVE

You will match words that are the same by playing dominoes.

Matching Card
Double Card
Single Card

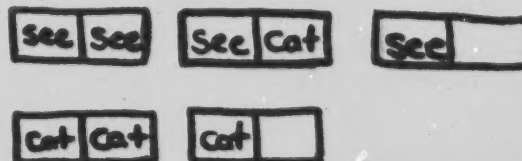
see	see
see	cat
see	

DIRECTIONS FOR STUDENT

1. Find a friend.
2. Each of you should take seven domino cards.
3. First player lays down a matching word card.
4. Take turns to match words; if you can't play, draw a new card.
5. The first player to use all his cards wins.

MATERIALS NEEDED

1. Domino word cards made from Dolch word list - written on oak tag
(Use each word at least twice, preferably three or four times)



NOTE TO TEACHER

Two children will play this game.

Evaluation: checked by peer.

TEACHER OBJECTIVE

Given a word wheel, the child will match words that are the same.

STUDENT OBJECTIVE

You will match the words that are the same.

DIRECTIONS FOR STUDENT

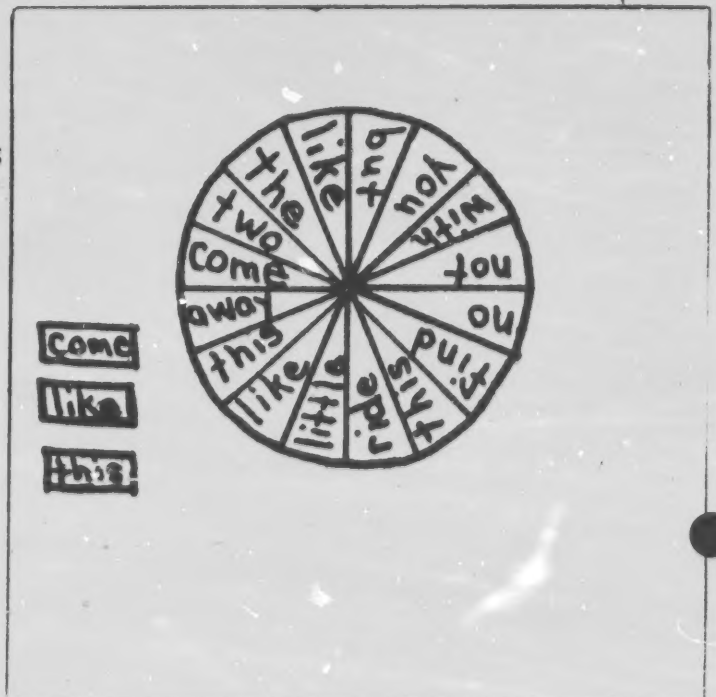
1. Find a friend.
2. Take out the wheel and clothes pins.
3. Clip the word on the wheel that matches it.
4. Check your work by turning the wheel over to see if the numbers on the pins and wheel match. Correct any you have missed.

MATERIALS NEEDED

1. Word wheel made from poster board using words from the Dolch word list
2. Clip-type clothes pins with matching words, numbered on back to match back of numbered wheel

NOTE TO TEACHER

Evaluation: Checked by peer.



TEACHER OBJECTIVE

Given a card with two columns of matching words, the student will recognize and match like words by connecting them with a piece of yarn.

STUDENT OBJECTIVE

You will match the words that are the same.

DIRECTIONS FOR STUDENT

1. Look at the first word.
2. Find a word on the other side that is just the same.
3. Connect the two words with the yarn.
4. Do the same thing with the other words.
5. Ask someone to check your work.

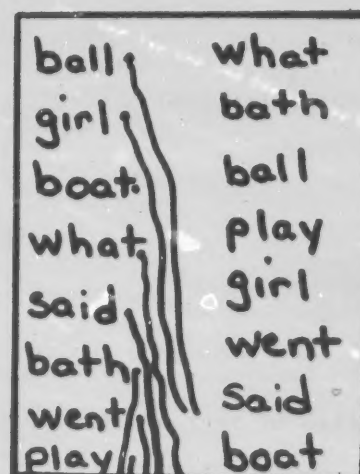
MATERIALS NEEDED

1. 12 X 18 sheet of oaktag with 12 words in two columns
2. Yarn pieces to connect matching words

NOTE TO TEACHER

This activity works well for compound words.

Evaluation: checked by teacher or volunteer.



TEACHER OBJECTIVE

Given a set of word cards, the student will match alike words by placing them in the corresponding train car.

STUDENT OBJECTIVE

You will match the words that are the same.

DIRECTIONS FOR STUDENT

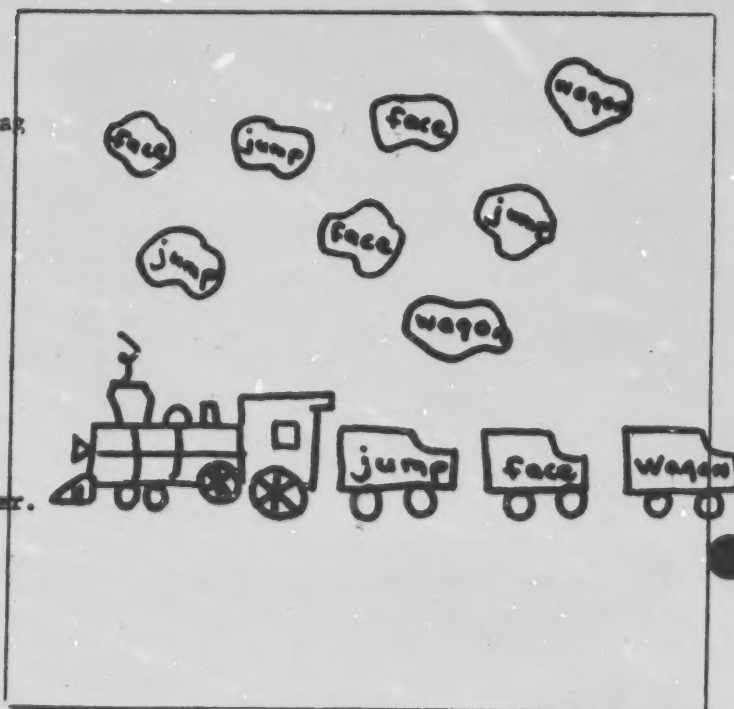
1. Look at the words on the pieces of coal.
2. Put each piece of coal in the train car that has the same word on it.
3. Ask someone to check your work.

MATERIALS NEEDED

1. Word cards in shape of pieces of coal, more than one of each word
2. Train cars stapled to piece of oaktag to form a pocket; each car labeled with words that match coal pieces

NOTE TO TEACHER

Evaluation: checked by peer or volunteer.



TEACHER OBJECTIVE

Given a laminated sheet with alike words on it, the student will match the words.

STUDENT OBJECTIVE

You will match alike words on laminated sheet.

DIRECTIONS FOR STUDENT

1. Use a black crayon to circle words that are the same.
2. Do both sides of card.
3. Check your own work with the answer key and the red crayon.

MATERIALS NEEDED

1. Laminated card
2. Black crayon
3. Answer sheet and red checking crayon in envelope

NOTE TO TEACHER

The teacher might want a sheet on the outside of the envelope for the student to sign after completing card.

Evaluation: Self checking

apple	try apple	button	button let
look	stop look	under	on under
sand	sand go	wet	wet let
face	face let	clock	clock do
tub	man tub	run	go run
dog	dog cat	hat	hat top
bat	ball bat	mouse	will mouse
were	as were	said	try said
side 1		side 2	

P1

Single Initial Consonants

The student will be able to
recognize the consonant corresponding
to the sound he hears at the
beginning of given words.

TEACHER OBJECTIVE

The student will be able to circle words with the same beginning consonant sounds as the words heard on a tape.

STUDENT OBJECTIVE

You will circle the words with the same beginning sounds as the words you hear on the tape.

DIRECTIONS FOR STUDENT

1. Set out clown and crayon.
2. Put tape in player and turn the machine on.
3. Listen to the tape and follow directions.
4. Have someone check your work.

MATERIALS NEEDED

1. Tape
2. Laminated clown holding colored balloons
3. Crayon

NOTE TO TEACHER

The tape will say, "Look at the red balloon. Circle the words that begin the same as rose." Pause. "Look at the yellow balloon, etc."
(Also pink and lavender.)

Evaluation: checked by teacher or volunteer.



TEACHER OBJECTIVE

The student will be able to circle words with the same beginning consonant sounds as the words heard on a tape.

STUDENT OBJECTIVE

You will circle the words with the same beginning sounds as the words you hear on the tape.

DIRECTIONS FOR STUDENT

1. Set out worksheet and pencil.
2. Put the tape in the player.
3. Turn the machine on.
4. Listen to the tape and follow the directions.
5. Check your work with the answer sheet.

MATERIALS NEEDED

1. Tape
2. Worksheet in circus tent booklet rows of zoo animals, a different kind of zoo animal in each row
3. Pencil or crayon
4. Answer sheet

NOTE TO TEACHER

The tape will say, "Open the Circus Tent and look at all the animals. Look at the tiger. Circle the words that begin the same as tiger." Pause. "Look at the monkeys, etc." (Also zebras and lions.)
Evaluation: self-checking



TEACHER OBJECTIVE

The student will be able to circle words with the same beginning consonant sounds as the words heard on a tape.

STUDENT OBJECTIVE

You will circle the words with the same beginning sounds as the words you hear on the tape.

DIRECTIONS FOR STUDENT

1. Set out the laminated objects and crayon.
2. Put the tape in the player and turn the machine on.
3. Listen to the tape and follow the directions.
4. Have someone check your work.

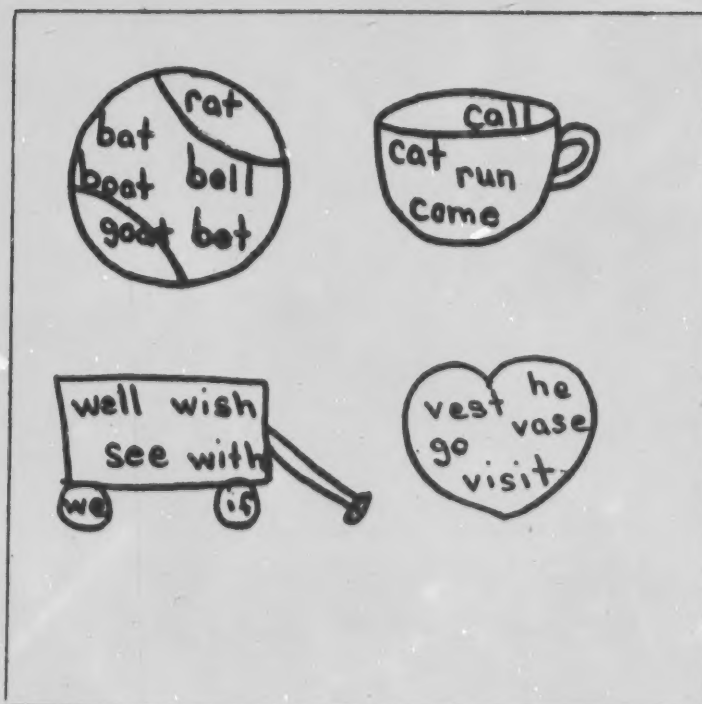
MATERIALS NEEDED

1. Tape
2. Laminated objects of oaktag with words on them
3. Crayon

NOTE TO TEACHER

The tape will say, "Look at the ball. Circle the words that begin the same as ball." Pause. "Look at the cup, etc."

Evaluation: checked by teacher or volunteer.



TEACHER OBJECTIVE

The student will be able to circle words with the same beginning consonant sounds as the words heard on a tape.

STUDENT OBJECTIVE

You will circle the words with the same beginning sounds as the words you hear on the tape.

DIRECTIONS FOR STUDENT

1. Set out worksheet, pencil, and marker.
2. Put the tape in the player.
3. Turn the machine on.
4. Listen to the tape and follow directions.
5. Turn in your worksheet to the teacher.

MATERIALS NEEDED

1. Tape
2. Worksheet with four columns of words horizontally and 15 rows vertically
3. Crayon
4. A tagboard marker to place below each horizontal line while working.

NOTE TO TEACHER

The tape will say, "Look at row 1. Circle the words that begin the same as pear." Pause "Look at row 2, etc."

1.	pet	let	get	bet
2.	house	go	hen	no
3.				
4.				

P2

Recall of Consonant Sounds

The student will be able to recall
the sound of a given consonant
and match it.

TEACHER OBJECTIVE

Given a picture card and consonant letters, (c, g, k, n, r, v, y) the student will recognize the sound he hears at the beginning of words and match the correct sound to the picture.

STUDENT OBJECTIVE

You will identify the consonant sounds c, g, k, n, r, v, y at the beginning of the picture word and match that picture with the correct letters.

DIRECTIONS FOR STUDENT

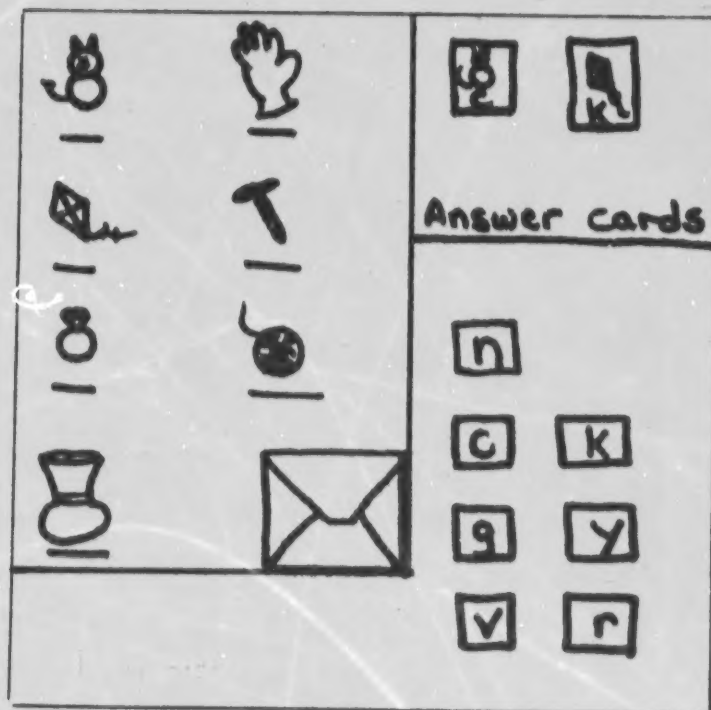
1. Look at the big picture card.
2. Say the first picture word and listen to the beginning sound.
3. Find the consonant letter for that sound and put it in the slit under the picture.
4. When you've finished, check your answers with the picture cards in the envelope.

MATERIALS NEEDED

1. 8 X 11 sheet of poster board with eight pictures
2. Seven small pictures to correspond (used as answer key) with initial consonants printed below
3. Seven consonant letters (2 X 2)
c, g, k, n, r, v, and y

NOTE TO TEACHER

Evaluation: self-checking



TEACHER OBJECTIVE

Given a card with a column of pictures and a column of letters, the student will recognize and match the pictures with the beginning sounds, d, h, l, p, s, w, and z.

STUDENT OBJECTIVE

You will say the word, hear the beginning sound and match the picture to the letter that stands for that sound.

DIRECTIONS FOR STUDENT

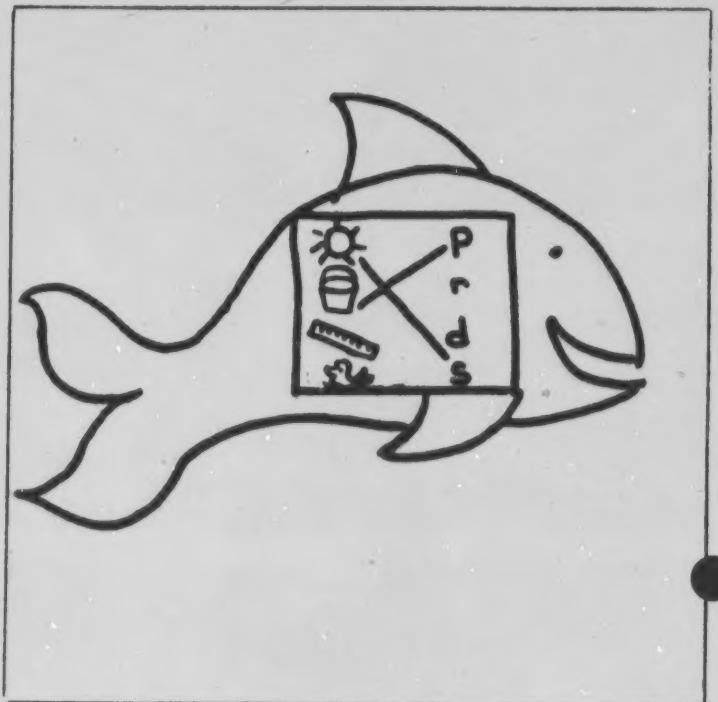
1. Look at the fish card.
2. Say the first word and listen to the beginning sound.
3. Look across and find the letter that makes that sound.
4. Draw a line from the picture to the letter.
5. Check your work with the answer sheet.

MATERIALS NEEDED

1. Large fish made from oaktag with 8 X 11 laminated sheet placed in middle
2. Black crayon
3. Answer key

NOTE TO TEACHER

Evaluation: self-checking



TEACHER OBJECTIVE

Given a set of cards, the student will recognize the beginning consonant corresponding to the sound he hears at the beginning of words.

STUDENT OBJECTIVE

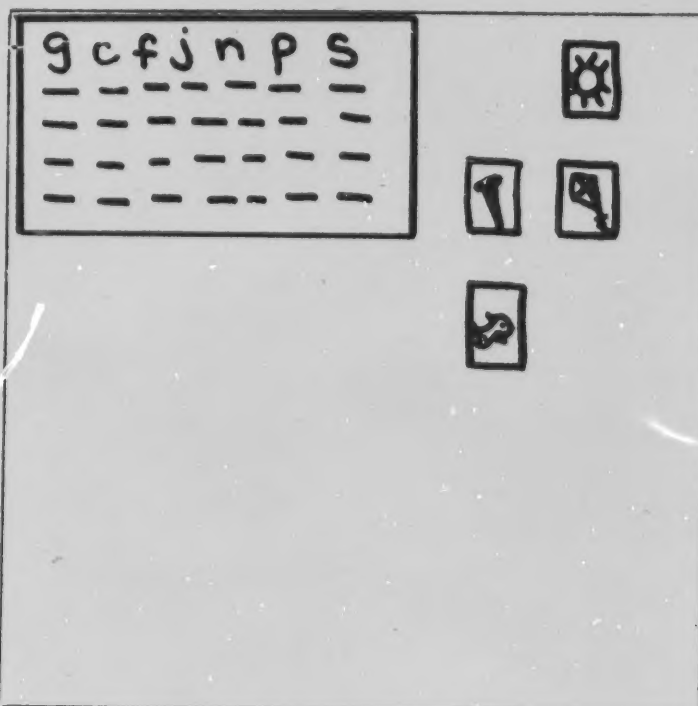
You will hear the consonant sound at the beginning of words and match the pictures to the letter for that beginning sound.

DIRECTIONS FOR STUDENT

1. Shuffle the cards and turn them face down.
2. First player draws a card and says the word - listening to the beginning sound.
3. Place the picture card in the pocket under the letter for that beginning sound.
4. Next player takes his turn.
5. Keep playing until you pocket chart is filled.
6. If you draw a card and that column is filled, put your card on the bottom of the deck and the next player takes his turn.
7. The first player to fill his chart wins.

MATERIALS NEEDED

1. Two pocket charts made from oaktag (seven spaces horizontally, four pockets vertically) labeled with g, c, f, j, n, p, s
2. 70 picture cards corresponding to the above letters



NOTE TO TEACHER

Evaluation: checked by peer.

TEACHER OBJECTIVE

The child will be able to identify the letter corresponding to the sound he hears at the beginning of the picture cards and match them with the letter cards.

STUDENT OBJECTIVE

You will match the sound you hear at the beginning of the picture word card with the correct letter.

DIRECTIONS FOR STUDENT

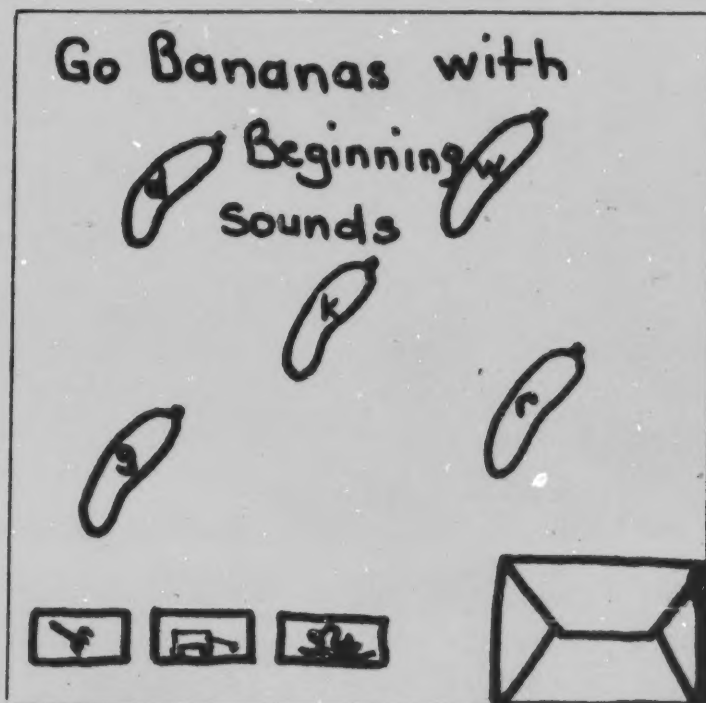
1. Choose a picture card from the envelope and place it in the slit on the banana which shows the beginning sound of that picture.
2. Check your work on the answer sheet.

MATERIALS NEEDED

1. 12 X 18 sheet of oaktag titled "Go Bananas with Beginning Sounds." Bananas are placed on the board with beginning sounds (slits in bananas)
2. Letters on bananas
3. Envelopes with word picture cards of beginning sounds
4. Answer sheet

NOTE TO TEACHER

Evaluation: self-checking



TEACHER OBJECTIVE

Given a laminated sheet with pictures and consonants, the student will circle the pictures that begin with the given consonant.

STUDENT OBJECTIVE

You will match the consonants with the pictures that begin with the same consonant sound.

DIRECTIONS FOR STUDENT

1. Look at the first consonant letter.
2. Say the names of the pictures beside the letter.
3. Circle the picture words that begin with the same sound.
4. Do both sides of the card.
5. When you finish, check your work with the answer sheet.

MATERIALS NEEDED

1. Laminated sheet with letters d, g, k, l, m, n, f, r, t, w, y on left side column (Each letter is followed by four pictures.)
2. Black crayon
3. Answer sheet

pictures of

pictures of

d	dog duck cat	f	fork nut tie
g	sun gum goat	s	pin socks sun
y	pig yarn dog	t	tie top leaf
k	kite key hat	c	cake jug mop
l	lamp nest leaf	w	rat worm boat
n	nut nail top	m	boy mop mitten
r	sofa rake cow	b	harp boots bell

side 1

side 2

NOTE TO TEACHER

Evaluation: self-checking

CC: Cedar Rapids Public Schools, 1973

TEACHER OBJECTIVE

The child will match beginning sounds of a picture with the letter that stands for that sound. b, j, k, m, p, n, t, d, g, s, c, and r

STUDENT OBJECTIVE

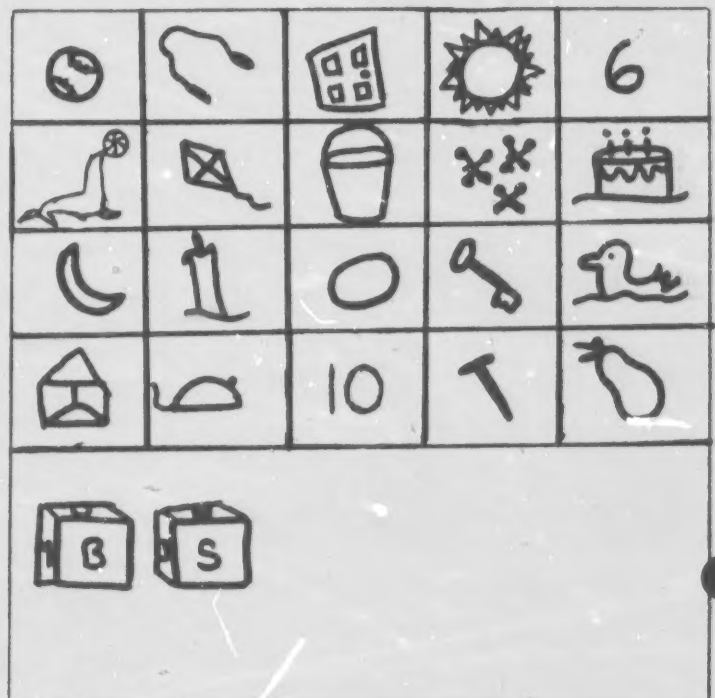
You will match the beginning initial consonant sound on the dice with the picture on the checker board.

DIRECTIONS FOR STUDENT

1. Choose a partner.
2. Child who throws a letter closest to the beginning of the alphabet plays first.
3. Throw the die.
4. Place a cover marker over a picture that has the same beginning sound as the letter on the die. Each player has a single throw each round. The first person to cover his side of the board wins the game.
5. If he has no picture left beginning with that letter, he loses his turn.

MATERIALS NEEDED

1. $\frac{1}{2}$ of a checkerboard (or a heavy cardboard similarly squared) Pictures in each square
2. Checkers or discs of two colors
3. Two die with consonant letters to match the pictures on the boards - (Die color should match board color. Green die - green board.)



NOTE TO TEACHER

Evaluation: checked by peer.

TEACHER OBJECTIVE

Given a set of picture cards, the student will recognize the consonant corresponding to the sound he hears at the beginning of the picture cards and will match them with the letter cards.

STUDENT OBJECTIVE

You will match the sound you hear at the beginning of the picture words with the correct letter.

DIRECTIONS FOR STUDENT

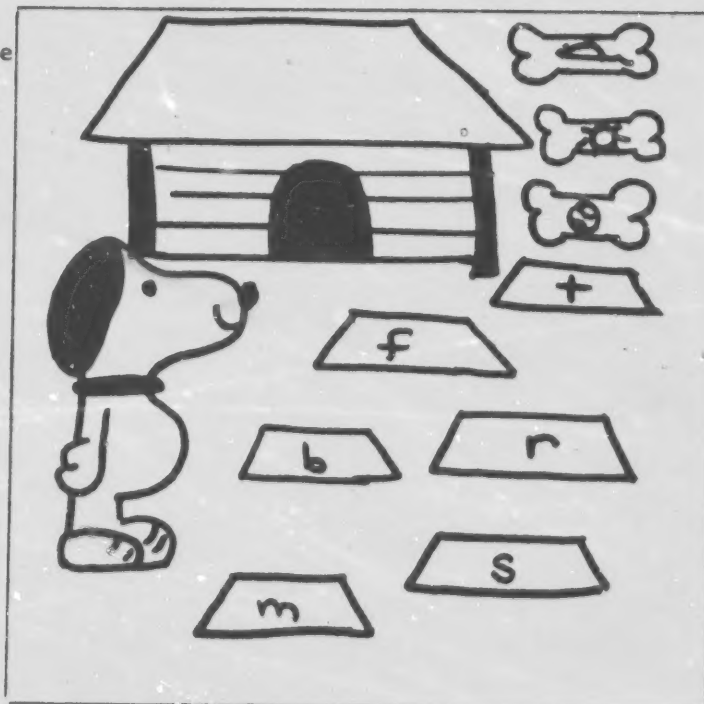
1. Look in Snoopy's house and take out a bone.
2. Say the word you see on the picture bone and listen to the beginning sound.
3. Put the bone in the dog dish that has the same beginning sound.
4. Check your work with the answer sheet.

MATERIALS NEEDED

1. 12 x 18 sheet of oaktag with picture of Snoopy, dog house, and dog dishes labeled with pictures beginning with m, s, b, r, f, t. (Dog dishes should be stapled to form a pocket.)
2. Bones with pictures corresponding to the above beginning sounds.
3. Answer sheet

NOTE TO TEACHER

Evaluation: Self-checking



TEACHER OBJECTIVE

The student will write the letter that stands for the beginning sound of various pictures.

STUDENT OBJECTIVE

You will say the name of the picture in each typewriter key and write the letter for the beginning sound on the space below the key.

DIRECTIONS FOR STUDENT

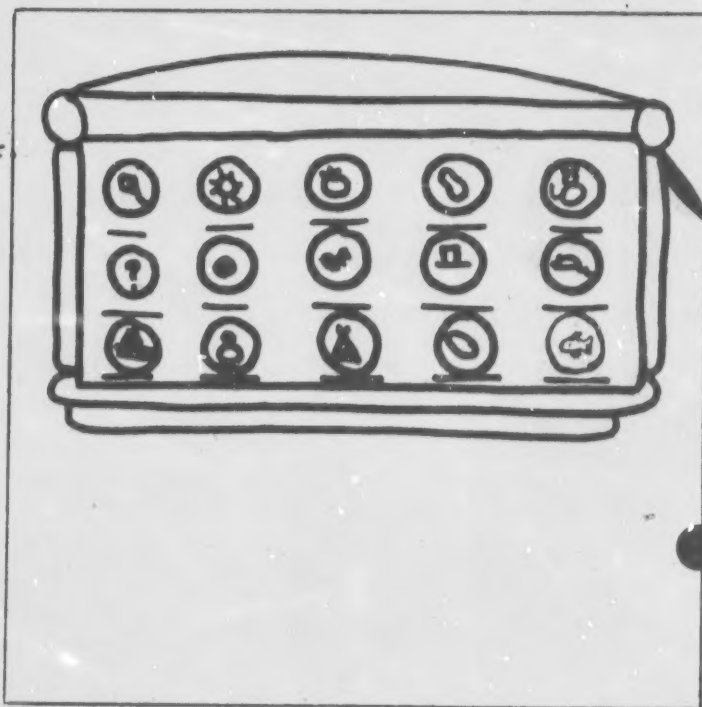
1. Say the name of the picture and listen for the beginning sound.
2. Write the beginning sound on the blank line beneath the picture.
3. Check your work with the answer sheet.

MATERIALS NEEDED

1. Laminated card in the shape of a typewriter with pictures on the keys and below the key a space to write the beginning consonant letter.
2. Black crayon
3. Answer key and red crayon for checking in envelope
(Answer key is a duplicate of a typewriter with answers written in.)

NOTE TO TEACHER

Evaluation: self-checking



TEACHER OBJECTIVE

The student will be able to identify the consonant heard at the beginning of a word.

STUDENT OBJECTIVE

You will pick an orange from the tree and write the letter that stands for the beginning sound.

DIRECTIONS FOR STUDENT

1. Pick an orange from the tree.
2. Say the word and write the letter for the beginning sound next to that picture on your response sheet.
3. Place the orange in the basket and continue working until all the oranges are in the basket.
4. Check your work with the answer sheet.

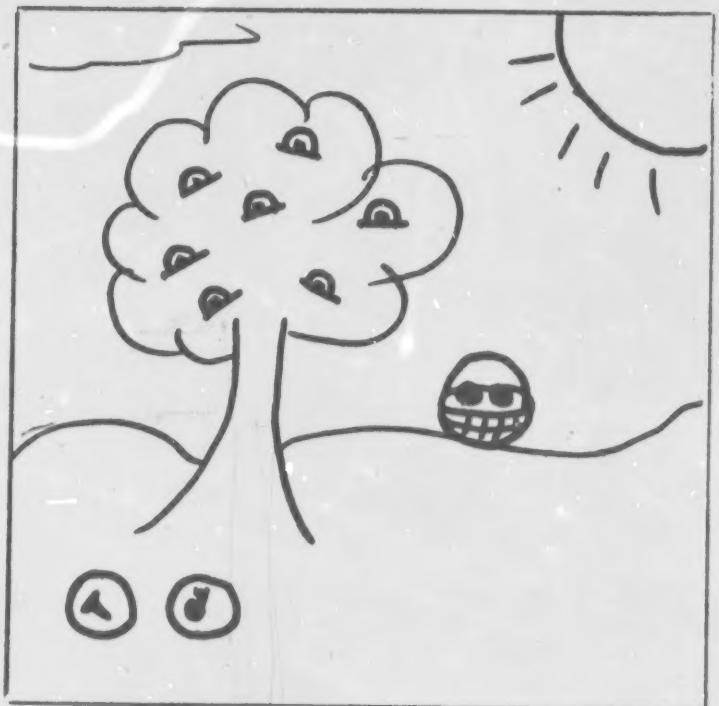
MATERIALS NEEDED

1. 12 X 18 sheet of oaktag with large tree on it with slits in different places
2. Small construction paper oranges with pictures on them placed in the slits.
3. A basket to put the oranges in
4. Response sheet in the shape of an orange with pictures corresponding to those on the small oranges
5. Answer sheet (duplicate of response sheet with correct letters.)

NOTE TO TEACHER

This activity can also be used with blends and digraphs.

Evaluation: Self-checking



P3.

Substituting Initial Consonants

The student will be able
to make new words by substituting
initial consonant sounds in known words.

TEACHER OBJECTIVE

The student will be able to make new words by substituting beginning consonant sounds in known words.

STUDENT OBJECTIVE

You will make new words by moving the strip of beginning consonants up and down on the word machine.

DIRECTIONS FOR STUDENT

1. Move strip to the top of the word machine.
2. Say the word that appears first.
3. Write it on the sheet provided.
4. Move the strip down. Say the new word. Write the word.
5. Say the words to your teacher or volunteer.

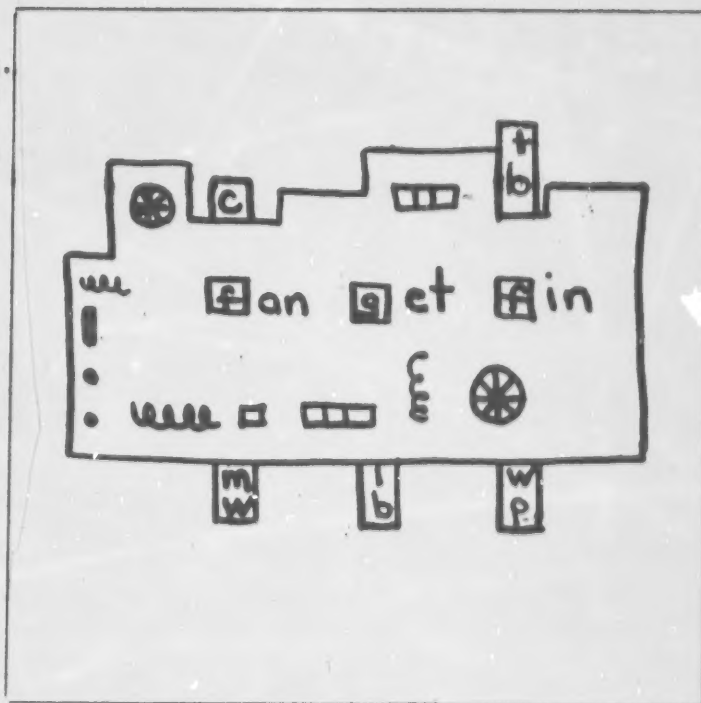
MATERIALS NEEDED

1. 12 X 18 word machine drawn on oaktag.
2. Make 3 slits for beginning consonant sounds.
3. Write the ending on the word machine (-an, -et, -in.)
4. 3 strips of oaktag with beginning consonants
5. Paper and pencil

NOTE TO TEACHER

This idea can be used in shapes for the season or for any object.

Evaluation: Checked by teacher or volunteer.



TEACHER OBJECTIVE

Given the flip chart with ends of words, the child who has learned his beginning consonants will be able to make new words by substituting those sounds in known words.

STUDENT OBJECTIVE

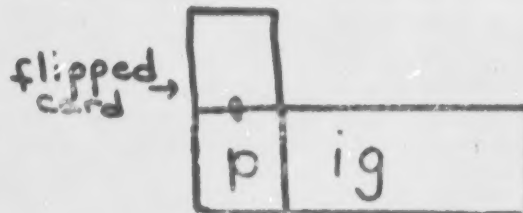
You will make new words by turning the beginning sounds over on the flip chart.

DIRECTIONS FOR STUDENT

1. Find a partner.
2. Look at the first word in the flip chart.
3. Say the word.
4. Flip the letter over and say the word to your partner.
5. After you have finished the chart, your partner will say the words to you!

MATERIALS NEEDED

1. A piece of oaktag 11 x 6, several pieces of oaktag 2 x 5 and string or notebook ring
- (-ig, -ame, -all, -ill, -ent, -ip, -ow, -it, -all)



NOTE TO TEACHER

Two children work together on this activity.

Evaluation: Checked by peer.

TEACHER OBJECTIVE

The student will make new words by substituting beginning consonants on the flower.

STUDENT OBJECTIVE

You will make new words by changing the beginning letters.

DIRECTIONS FOR STUDENT

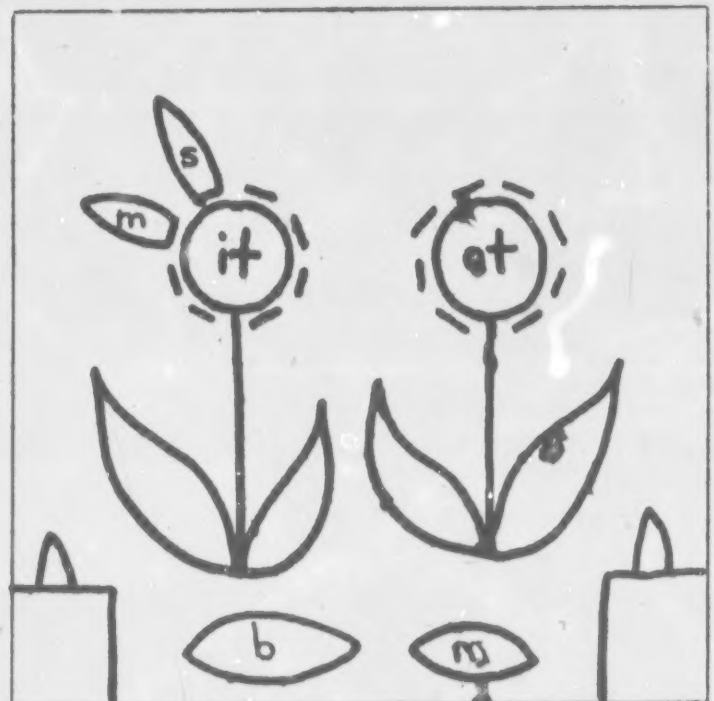
1. Find a partner.
2. Take a petal from the holder.
3. Put the petal on the correct flower.
4. Say each word to your partner and write it on the response sheet.

MATERIALS NEEDED

1. 12 x 18 sheet of oaktag to which two large yellow flower centers are stapled - each has six slots, a stem, and leaves.
2. 12 petals labeled with consonants g, m, b, s, l, w. (for the "it" flower) and c, r, b, p, m, (for the "at" flower)
3. Petal holder stapled to each corner
4. Response sheet

NOTE TO TEACHER

Two children work together.
Evaluation: Checked by peer.



TEACHER OBJECTIVE

The student will be able to say new words using beginning consonant substitution.

STUDENT OBJECTIVE

You will make new words by changing the beginning consonants in words.

DIRECTIONS FOR STUDENT

1. Find a partner.
2. Help Dick the Zebra get home.
3. Put your marker on START.
4. Roll the die. Move your marker that number of spaces.
5. Say the word in that space to your partner and make a new word by changing the beginning consonant.

MATERIALS NEEDED

1. Trail game made from oaktag
2. Die made from sponge-numbered 1, 2, and 3
3. Markers for two children

NOTE TO TEACHER

Two children work together at this station.
Evaluation: Checked by peer.



TEACHER OBJECTIVE

The student will be able to make words by placing beginning consonants on phonograms.

STUDENT OBJECTIVE

You will make words by placing beginning consonants on the clown's balloons.

DIRECTIONS FOR STUDENT

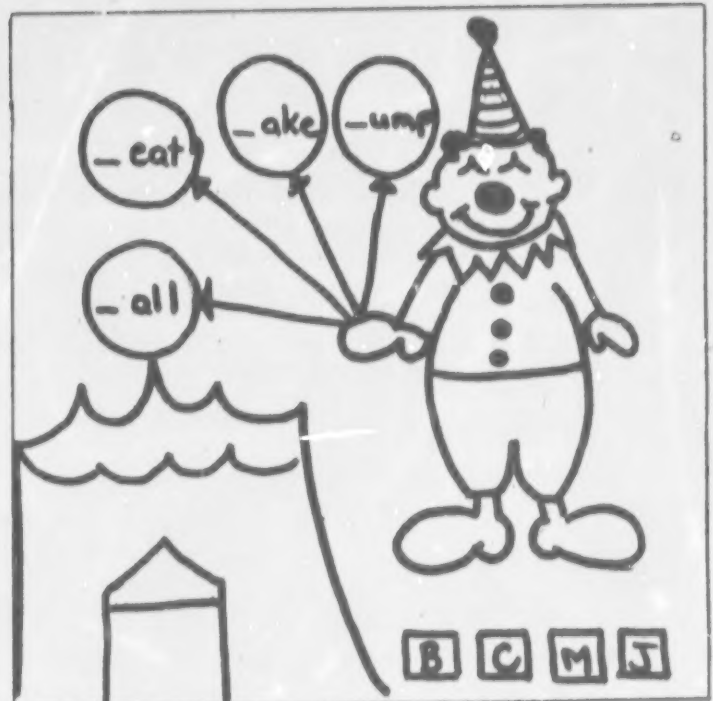
1. Take the stack of consonants from the tent and put a correct letter on a balloon so that you make a word.
2. Use this word in a sentence. Say the word to a partner.

MATERIALS NEEDED

1. 12 X 18 sheet with a clown holding clumps of balloons with a word ending on each balloon and a slit at the beginning of the word. (-all, -eat, -ake, -at, -it, -ast, -in, -ap, -and, -ick, -ump, -et, -ill)
2. Stack of beginning consonant cards to fit on balloons.

NOTE TO TEACHER

Two children work together.
Evaluation: Checked by peer.



P5

Final Consonants

The student will be able to recognize
the consonant corresponding to the sound
he hears at the end of words.

TEACHER OBJECTIVE

The student will be able to say and listen to the final sound of the consonants t, n, and g.

STUDENT OBJECTIVE

You will name the picture on the card and hear the ending sound.

DIRECTIONS FOR STUDENT

1. Lay out all the pictures.
2. Choose the ones that end with t.
3. Say the words that end with t into the tape recorder.
4. Play it back and listen.
5. Next say the words that end with n into the tape recorder.
6. Play it back and listen.
7. Do the same with the words that end with g.

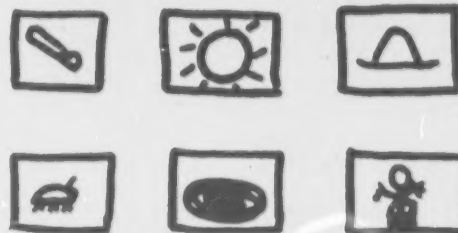
MATERIALS NEEDED

1. Recorder and blank tape
2. Pictures of words that end with t, g, or n

NOTE TO TEACHER

Directions for running the tape recorder should be given to all students before this station is introduced.

Evaluation: self-checked and teacher checked.



TEACHER OBJECTIVE

Given the game of concentration, the student will name the pictures and match the ones that end with the same final consonant.

STUDENT OBJECTIVE

You will name the pictures and match the pictures that end with the same sound.

DIRECTIONS FOR STUDENT

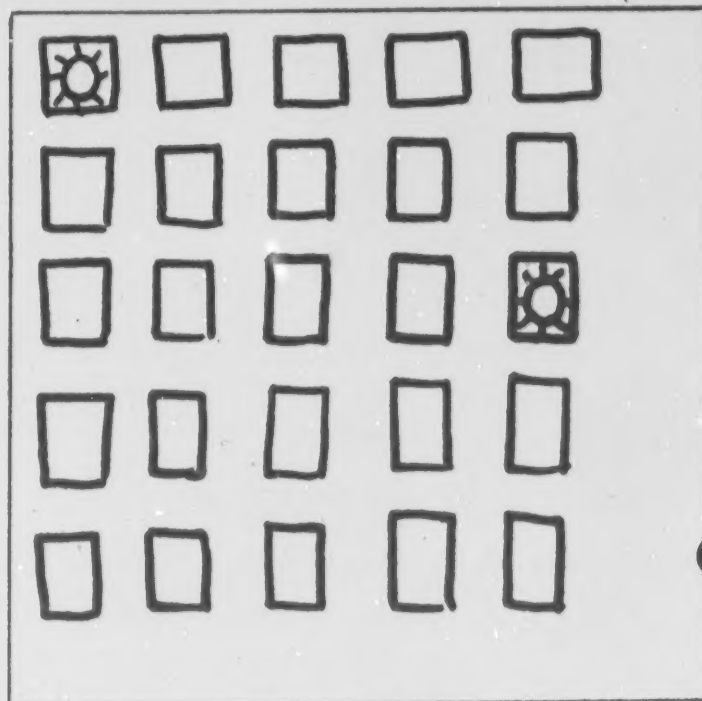
1. Find a partner.
2. Shuffle the cards and place face down in rows (4 rows, 5 in each row).
3. First player begins - turn two cards over. If they match name the ending sound, keep them and take another turn. If they don't match, the next player takes his turn.
4. Keep playing until all the cards have been matched.
5. Count your cards - the player with the most cards wins.

MATERIALS NEEDED

1. A set of 20 picture cards made on 2 x 3 oaktag (There should be two picture cards corresponding to each of the final consonant sounds.)

NOTE TO TEACHER

Evaluation: checked by peer



TEACHER OBJECTIVE

The child will be able to distinguish the final consonant sound heard in assorted words. (k, t, d, l, n, s)

STUDENT OBJECTIVE

You will say the word on the picture card and hear the ending sound.

DIRECTIONS FOR STUDENT

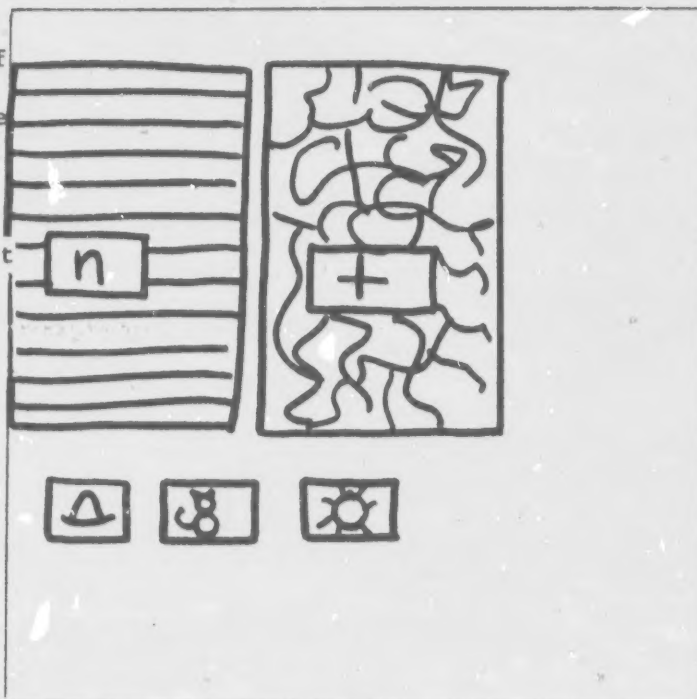
1. Say the name for the pictures on the cards.
2. Place the picture cards so they are in the pocket with the correct ending sound.
3. Check your answers with the pockets on the last page.

MATERIALS NEEDED

1. Use wall paper samples for pages of booklet
2. Place an envelope in middle of page with ending sound on it
3. Picture cards of words with k, t, d, l, n, s endings on them
4. Pockets on last page showing correct pictures.

NOTE TO TEACHER

Evaluation: self-checking



TEACHER OBJECTIVE

Given a picture card and consonant letters p, x, d, k, the student will recognize the sound he hears at the end of words and will match the correct letter to the picture.

STUDENT OBJECTIVE

You will hear the consonant sounds p, x, d, k, at the end of words and match the pictures to the correct letter.

DIRECTIONS FOR STUDENT

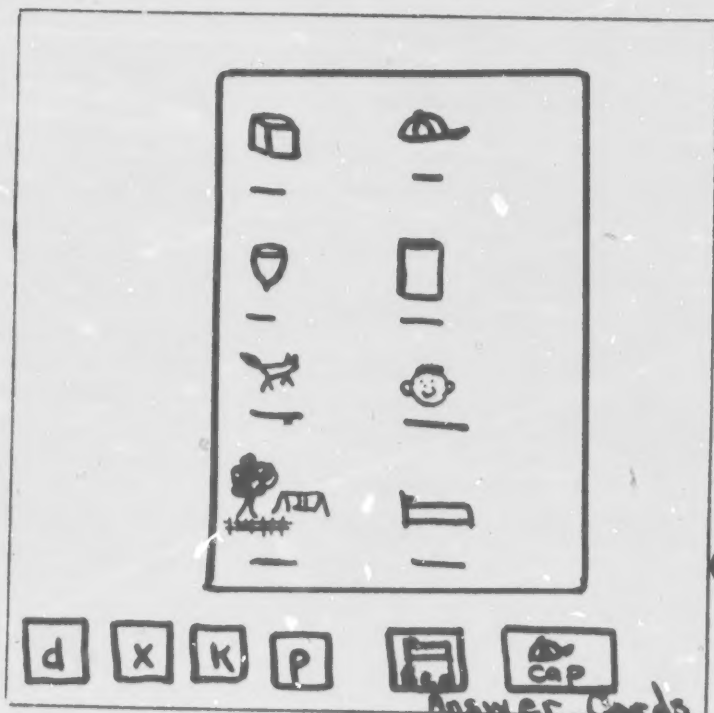
1. Look at the big picture card.
2. Say the first picture word and listen to the last sound.
3. Find the letter for that sound and put it in the slit under the picture.
4. When you've finished, check your answers with the picture cards in the envelope.

MATERIALS NEEDED

1. 8 x 11 sheet of poster board with 8 pictures
2. 8 small pictures to correspond with words printed below (used as answer key)
3. 8 consonant letters on 2 x 2 cards which correspond to the final consonant of the pictures

NOTE TO TEACHER

Evaluation: self-checking



P6

Position of Consonant Sound

The learner will be able to indicate whether
a given consonant sound is heard at the
beginning, middle, or end of a word.

TEACHER OBJECTIVE

The student will indicate whether a given consonant sound is heard at the beginning, middle, or end of a word.

STUDENT OBJECTIVE

You will name the picture and tell whether you hear the given consonant at the beginning, middle, or end of the word.

DIRECTIONS FOR STUDENT

1. Choose a marker for moving, then toss the die.
2. Move your marker the number of spaces on the die.
3. Name the picture, mark the space, showing whether the letter is heard at the beginning, middle, or end of the word.
4. If you miss, back up one space or if you are playing with a partner he takes two turns.
5. The first one to complete the game is the winner.

MATERIALS NEEDED

1. 9 x 24 laminated sheet of oaktag with race game - pictures posted on each square with the letter that the student is to listen for in the corner
2. One die ♦ (Snoopy-Charlie Brown characters on crayons)

NOTE TO TEACHER

This may be played individually or with two children.

Evaluation: checked by peer of volunteer.



TEACHER OBJECTIVE

The student will decide if the given consonant is heard at the beginning, middle or end of a word.

STUDENT OBJECTIVE

You will name the picture and decide whether the given consonant is heard at the beginning, middle, or end of the word.

DIRECTIONS FOR STUDENT

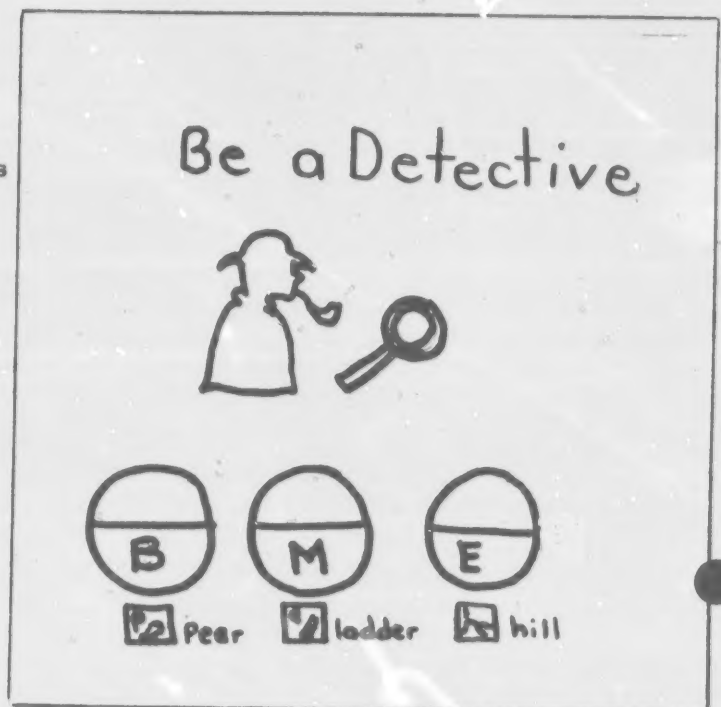
1. Take the picture cards from the envelope.
2. Name the picture on the card and look at the letter below it.
3. Decide which plate it should go in for position of that consonant.
4. Check the back of each card to see if you were correct.

MATERIALS NEEDED

1. 12 x 18 sheet of oaktag with detective, magnifying glass, and 3 clue plates saying beginning, middle, and ending
2. Picture cards with given consonants on them.
3. Correct answer on back of cards.

NOTE TO TEACHER

Evaluation: self-checking



TEACHER OBJECTIVE

The student will be able to decide whether a given consonant sound is at the beginning, middle, or end of a word.

STUDENT OBJECTIVE

You will decide if a given consonant is heard at the beginning, middle, or end of a word.

DIRECTIONS FOR STUDENT

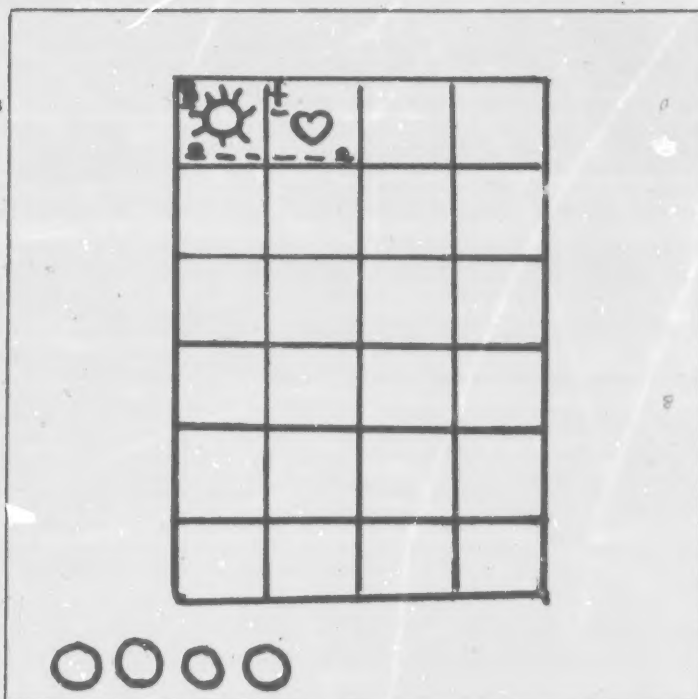
1. Look at each picture in a square.
2. Decide if the given consonant is at the beginning, middle, or end.
3. Place a circle (green side up) on the correct space.
4. Have someone check your work. Turn circle over to red if your answer is wrong. Be sure to fix any mistakes.

MATERIALS NEEDED

1. 12 x 18 sheet of oaktag divided into 3" squares (24 of them)
2. Pictures in each square with spaces below the picture to identify the proper placement of the consonant.
3. Red and green gummed circles put together for markers.

NOTE TO TEACHER

Evaluation: checked by peer or volunteer.



TEACHER OBJECTIVE

The student will indicate whether a given consonant is heard at the beginning, middle, or end of a dictated word.

STUDENT OBJECTIVE

You will be able to tell whether you hear a given consonant at the beginning, middle, or end of a word.

DIRECTIONS FOR STUDENT

1. Take out the response sheet and pencil.
2. Put the tape in the recorder.
3. The tape will say a word and a letter.
4. On the response sheet, circle the 1 if the letter is heard at the beginning, circle the 2 if the letter is heard in the middle, and circle the 3 if you hear the given letter at the end.
5. Now turn the recorder on and start with number 1.
6. When the tape is over, turn off the machine and give your teacher the response sheet.

MATERIALS NEEDED

1. Response sheet (see diagram)
2. Pencil
3. Tape (The tape will say, "The first word is tell. Where do you hear the t sound in the word tell? Circle the 1 if you hear it at the beginning, the 2 if you hear it in the middle, or the 3 if you hear it at the end." The next word is can, etc.)
4. Tape recorder

NOTE TO TEACHER

Evaluation: checked by teacher.

1. t	①	2	3
2. n	1	2	③
3.	1	2	3
4	1	2	3
5.	1	2	3
6	1	2	3
7.	1	2	3

P7

Initial Blends and Digraphs

The learner will be able to
recognize the consonant blend or
digraph he hears at the beginning of
two dictated words.

TEACHER OBJECTIVE

The student will name the picture and circle initial consonant blend heard at the beginning of the word.

STUDENT OBJECTIVE

You will name the picture and circle the letters that stand for the sound you hear at the beginning of the word.

DIRECTIONS FOR STUDENT

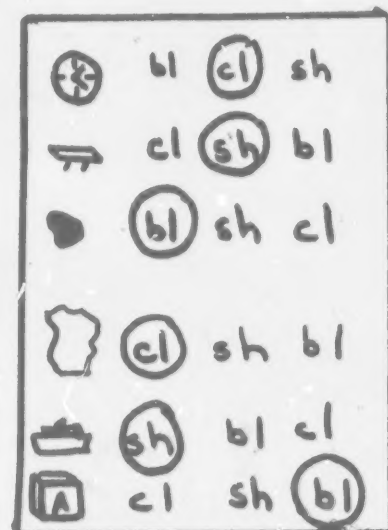
1. Say the name of the picture.
2. Use the black crayon to circle the letters across from the picture that stand for the sound you hear at the beginning of the picture word.
3. Check your answers with the answer sheet and red crayon.
4. Do both sides of the card.

MATERIALS NEEDED

1. Laminated card or clear plastic covering over heavy paper
2. Pictures followed by consonant blends
3. Red and black crayon
4. Answer sheet

NOTE TO TEACHER

Evaluation: self-checking



TEACHER OBJECTIVE

The student will name the picture and decide which words begin with the dr blend.

STUDENT OBJECTIVE

You will name the picture and decide whether or not you hear the dr blend at the beginning of the word.

DIRECTIONS FOR STUDENT

1. Look at the points of the dragon's neck.
2. Take out the picture cards and say the word.
3. If the word begins with dr, place it in the slit on the dragon's neck.
4. Write a sentence using each word. Hand the sentence to tutor or teacher.

MATERIALS NEEDED

1. 12 X 18 sheet of oaktag with dragon in middle
2. Points of construction paper with pictures of dr blends. Some pictures should be other than dr blends.
3. Paper to write sentence on and pencil.

NOTE TO TEACHER

Evaluation: checked by teacher or volunteer.



TEACHER OBJECTIVE

Given consonant blend cards, the student will name at least three words beginning with the blend represented by the letters on each card.

STUDENT OBJECTIVE

You will look at the letters on each card and name three words that begin with the given blend.

DIRECTIONS FOR STUDENT

1. First player draws a card and looks at the blend letters on the card.
2. He gives at least three words that start with the blend. If he does this, he moves to first base. If he can give ten words with the blend, he has a home run.
3. Play and keep score as in baseball until all the cards are used.

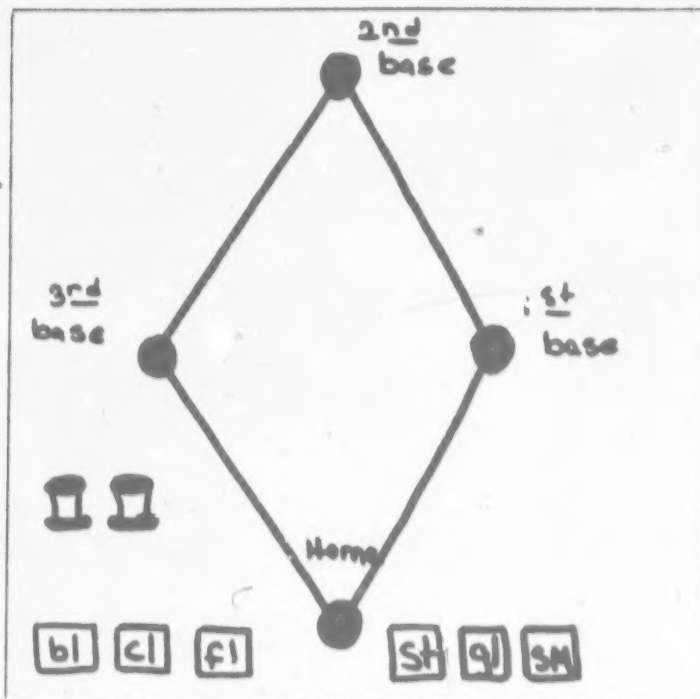
MATERIALS NEEDED

1. 12 X 18 sheet of oaktag with ball field drawn on it
2. Cards with blend letters on them placed on pitcher's mound
3. Markers are brightly painted spools.

NOTE TO TEACHER

This could also be used with picture cards to make it an easier game.

Evaluation: checked by peer.



TEACHER OBJECTIVE

The student will be able to identify the letters which represent the consonant blend he hears at the beginning of a word.

STUDENT OBJECTIVE

You will name the picture and identify the blend that stands for the sound you hear at the beginning of the word.

DIRECTIONS FOR STUDENT

1. Name the picture on the bone.
2. Put the picture in the dish which shows the blend you hear at the beginning of the picture word.
3. Check your answers on the back of the bones after you have filled all the dishes.

MATERIALS NEEDED

1. Oaktag (12 X 18 with Snoopy thinking "I love a smorgas board.")
2. Picture cards on bones with answers on back
3. Different colored dog dishes with blend letters on them

NOTE TO TEACHER

Evaluation: self-checking



TEACHER OBJECTIVE

The student will be able to identify the consonant blend or digraph he hears at the beginning of a word.

STUDENT OBJECTIVE

You will name the picture and match the picture with the blend letters that stand for the sound you hear at the beginning of the picture words.

DIRECTIONS FOR STUDENT

1. Look at the pictures on the board.
2. Say them to yourself.
3. Select the correct blend clothespin that stands for the sound you hear at the beginning of each picture word and clip it on.
4. Do all of the pictures and turn the board over to correct your answers.

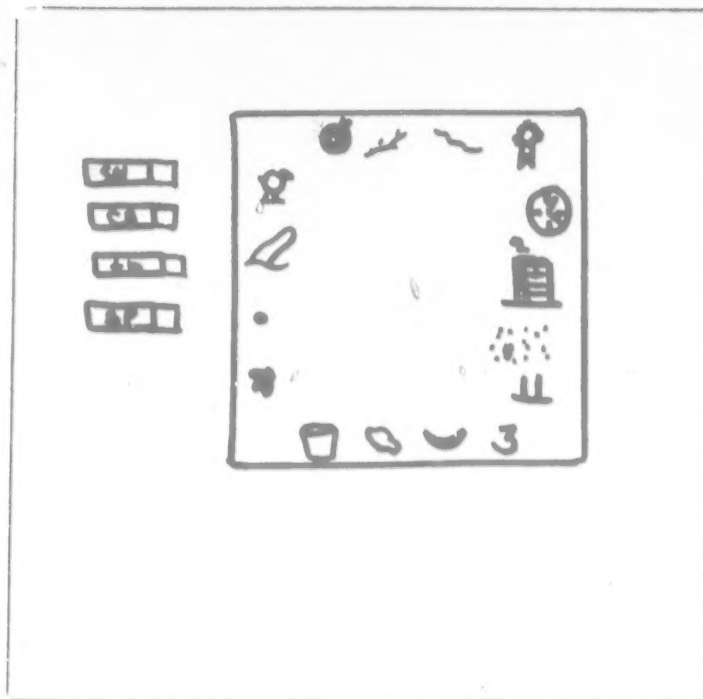
MATERIALS NEEDED

1. 12" square of colored oaktag
2. Small pictures of different blend words
3. Spring-type clothespins with blend letters written on both sides of pins
4. Answers on back of board

NOTE TO TEACHER

Volunteer Book

Evaluation: self-checking



P8

Substitution of Initial Blends and Digraphs

The learner will be able to make new words
by substituting initial consonant blends
and digraphs in known words.

TEACHER OBJECTIVE

The student will be able to make new words by substituting initial consonant blends in words.

STUDENT OBJECTIVE

You will make new words by substituting initial consonant blends in words you know.

DIRECTIONS FOR STUDENT

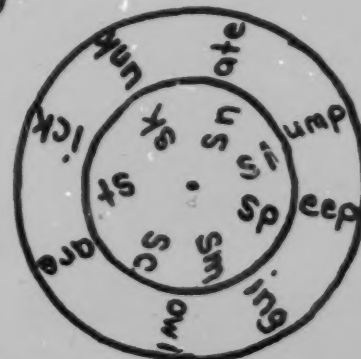
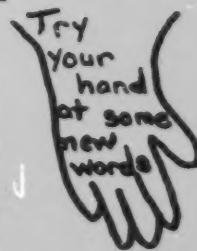
1. Choose one consonant blend, and then turn the inside dial so this blend can be placed with each vowel ending.
2. Write on the sheet each one that makes a word.
3. Check your answers from the master sheet inside the glove. Use the red crayon.
4. Now choose another consonant blend and do the same thing with it.

MATERIALS NEEDED

1. 12 x 18 oaktag with hand saying "Try your hand at writing some new words! Good luck!"
2. Word wheel with initial consonant blends and word endings: sk, sp, sl, sd, sc, sm, st; -ate, -eep, -ick, -ing, -unk, -ump, -are, -owl. (see diagram)
3. Paper with columns (initial consonant blends at top) for answer sheet
4. Pencil
5. Master sheet and red marker or crayon

NOTE TO TEACHER

Evaluation: Self checking



TEACHER OBJECTIVE

The student will be able to make new words out of a given word by substituting the initial consonant blends.

STUDENT OBJECTIVE

You will make new words out of a given word by substituting the beginning consonant blend.

DIRECTIONS FOR STUDENT

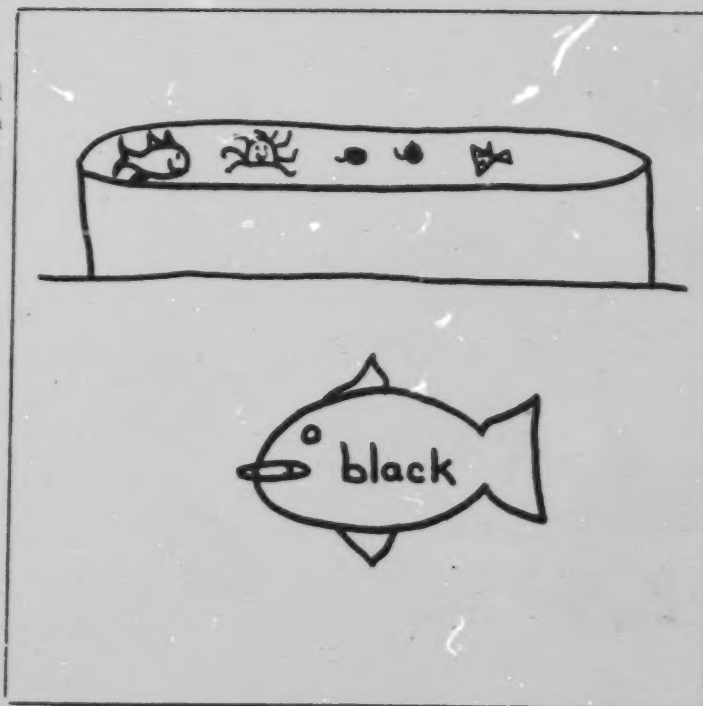
1. Catch a fish out of the pond.
2. Say the word on the fish and say one word that begins with a consonant blend and rhymes with the fish word.
3. Write the fish word and your one word on the response sheet.
4. When you have caught ten fish, turn your response sheet into your teacher.

MATERIALS NEEDED

1. Fish pond of colored oaktag with fish drawn on the inside
2. Fishing pole with magnet on the end
3. Fish out of construction paper with words in them (Paper clips on fish)
4. Response sheet

NOTE TO TEACHER

Evaluation: Checked by teacher.



TEACHER OBJECTIVE

The student will be able to make a new word out of a given word by changing the initial consonant blend.

STUDENT OBJECTIVE

You will make a new word by changing the initial consonant blend in given words.

DIRECTIONS FOR STUDENT

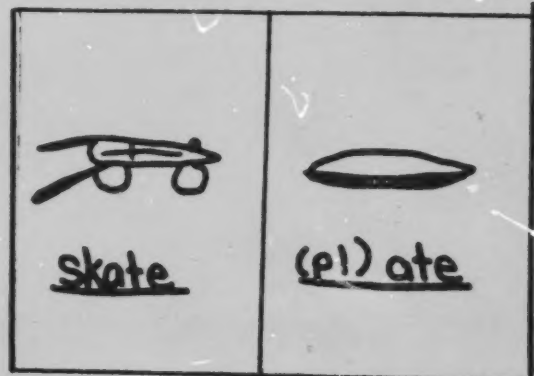
1. Look at the first word and picture.
2. Say the word.
3. Look at the picture beside your first picture and say its name.
4. Write the beginning consonant blend to make the correct word for the picture.
5. When you finish all the pictures, check your work with the answer sheet.
6. Correct any mistakes with the red crayon.

MATERIALS NEEDED

1. Crayon
2. Laminated picture cards with 2 pictures
(Below one picture the word is printed -
Below the other, the beginning consonant blend is omitted)
3. Answer sheet and red crayon

NOTE TO TEACHER

Evaluation: Self checking



TEACHER OBJECTIVE

The student will be able to say new words by substituting initial consonant blends.

STUDENT OBJECTIVE

You will say new words by looking at the key word and substituting the initial consonant blends.

DIRECTIONS FOR STUDENT

1. Find a partner.
2. Say the key word on the cannon ball.
3. Next, say all the words on the cannon ball to your partner.
4. As you say the words, also tell which letters make the beginning sound.

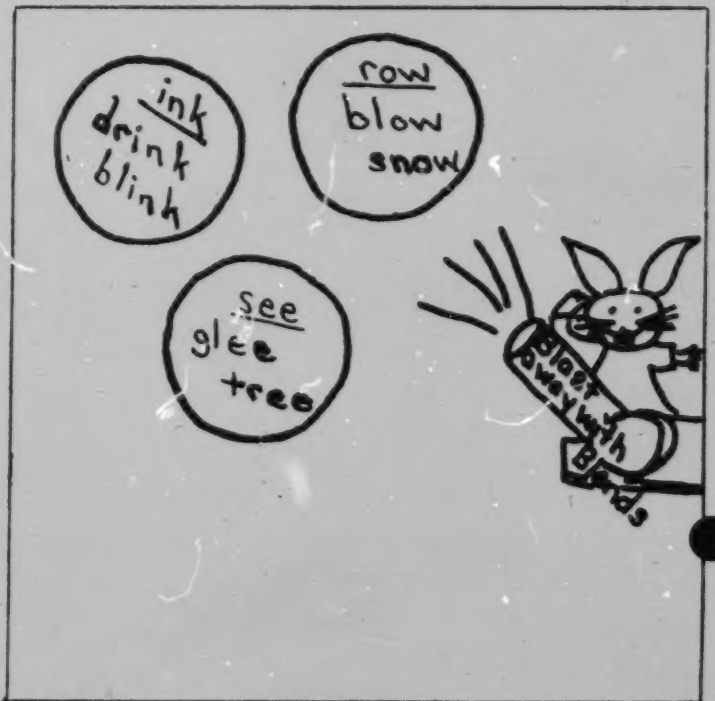
MATERIALS NEEDED

1. 12 x 18 sheet of oaktag with a rabbit covering ears and a cannon shooting off, saying "Blast away with blends."
2. Cannon balls have a key word plus blend words.

NOTE TO TEACHER

Two children will work together at this station.

Evaluation: Checked by peer.



TEACHER OBJECTIVE

The student will make new words by substituting consonant blends and digraphs in a given word.

STUDENT OBJECTIVE

You will make new words by changing the beginning consonant to a consonant blend or digraph when the word is given on a tape.

DIRECTIONS FOR STUDENT

1. Take out a large sheet and crayon.
2. Put the tape in the recorder and turn it on.
3. The tape will give you a key word and you will make new words on your sheet by adding beginning blends to the endings when you hear the new words.
4. Have someone check your work.

MATERIALS NEEDED

1. Tape
2. Black crayon
3. Laminated sheet

NOTE TO TEACHER

The tape will say , "Look at #1 on your sheet. The word is sink. Now make the next word say blink. PAUSE. Now make the word drink."

Evaluation: Checked by teacher.

1. sink blink drink
2. sight scight bright
3. pick — ick — ick
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

P9

Final Blends and Digraphs

The learner will be able to recognize the
consonant blend or digraph he hears
at the end of two dictated words.

TEACHER OBJECTIVE

The student will match ending consonant blends with the words of the pictures.

STUDENT OBJECTIVE

You will match pictures with words with the same consonant blend ending sounds.

DIRECTIONS FOR STUDENT

1. Say the name of the picture.
2. Use the black crayon to circle the word across from the picture that ends with the same sound as the name of the picture.
3. Check your answers with the answer sheet and red crayon.
4. Do both sides of sheet.

MATERIALS NEEDED

1. Laminated card or clear plastic covering over heavy paper
2. Pictures
3. Red and black crayon
4. Answer sheet

NOTE TO TEACHER

Evaluation: Self-checking

dish		fish tack
rock		ring lock
match		path batch
bench		lunch math
path		dish bath

TEACHER OBJECTIVE

The student will identify final consonant blends and digraphs and group words according to them. (st, ck, ch)

STUDENT OBJECTIVE

You will hear the consonant blends and digraphs st, ck, ch, at the end of words.

DIRECTIONS FOR STUDENT

1. Take the large tree card.
2. On the tree you see the nest, the branch, and the rock.
3. Say the words nest, branch, and rock; listen to the sound you hear at the end of each.
4. The tape will say more words. Listen to the end sound and find the picture for each.
5. Lay the little picture on the part of the big picture that has the same ending sound.
5. Put the tape in the player and turn it on.
6. Check your work on the answer sheet.

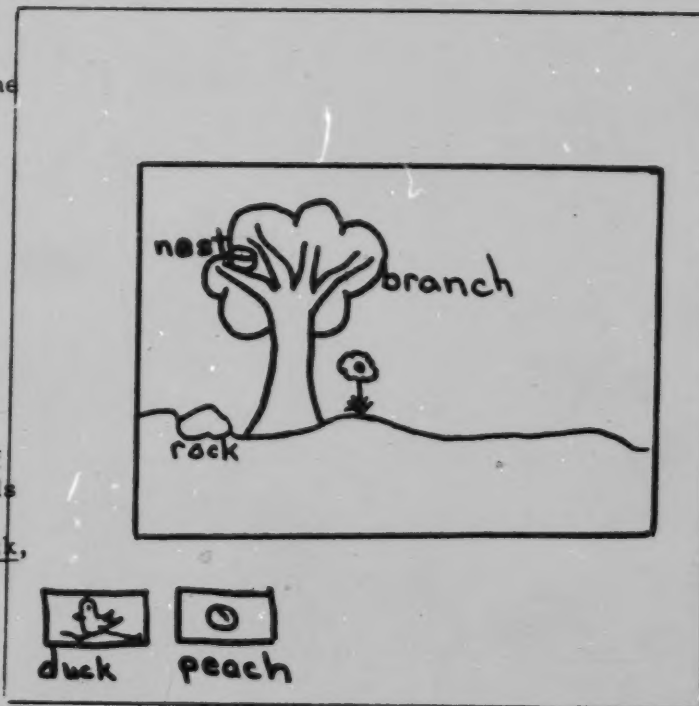
MATERIALS NEEDED

1. 12 x 18 laminated sheet of poster board with picture of a tree, one nest, one branch, and one rock. The nest is labeled, the branch is labeled, and the rock is labeled. (Pockets for cards to fit in)
2. Tape
3. Pictures corresponding to words on the tape.
4. Answer sheet.

NOTE TO TEACHER

The tape will say, "Find the picture of the duck. Put it on the thing that ends with the same sound as duck." PAUSE (also, peach, church, beach, block, sock, truck, duck, vest, fist, ghost)

Evaluation: Self checking



TEACHER OBJECTIVE

The student will give words that end with particular final sounds.

STUDENT OBJECTIVE

You will say words that end with particular sounds and place them with other words that have the same ending sound.

DIRECTIONS FOR STUDENT

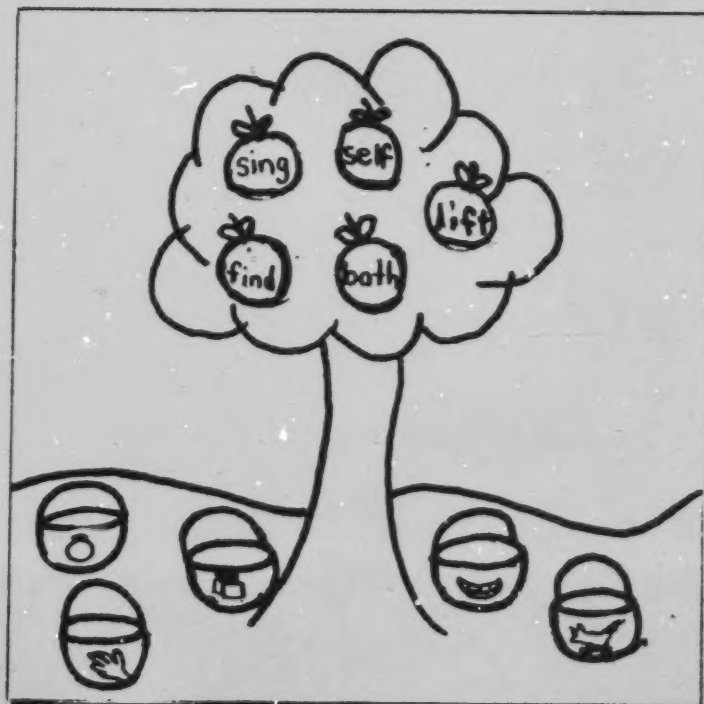
1. Take an apple from the tree.
2. Say the word on the apple.
3. Put the apple in the basket that has a picture on it with the same ending sound.
4. Do the same thing with all of the other apples.
5. Check your work with the answer sheet enclosed.

MATERIALS NEEDED

1. 12 X 18 sheet of oaktag with large apple tree on it
2. Apples with words on them
3. Baskets to put apples in
4. Answer sheet

NOTE TO TEACHER

Evaluation: self-checking



TEACHER OBJECTIVE

The student will be able to recognize the consonant blends at the ends of the pictures representing words, and match them with the blends at the ends of words.

STUDENT OBJECTIVE

You will match the given blends at the ends of words with the ending sounds of the words that name the pictures.

DIRECTIONS FOR STUDENT

1. Take the crackers and look at the consonant blends that stand for the ending sounds.
2. Say the name of each picture in the cracker box and match the word cards to the pictures with the same ending sound.
3. Check your work with the answer sheet.

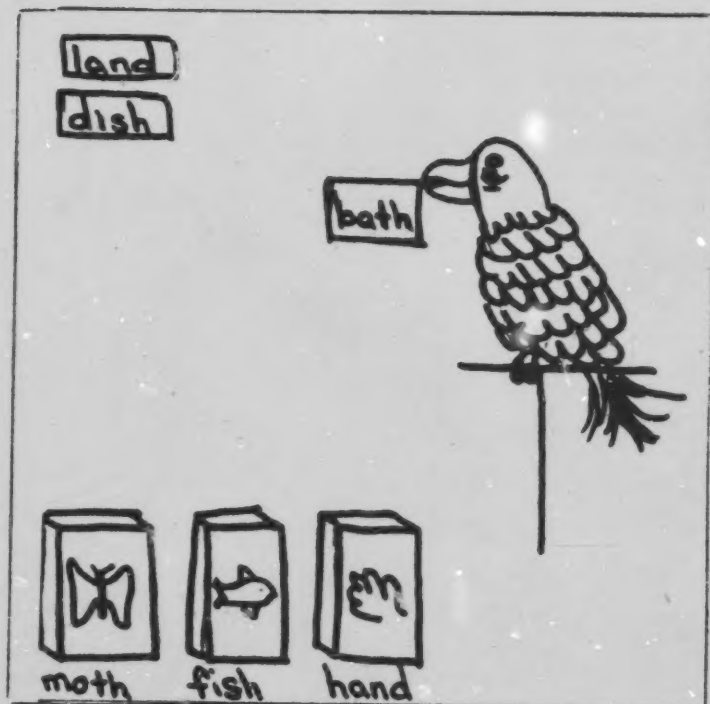
MATERIALS NEEDED

1. 12 X 18 oaktag with parrot.
2. Cracker shaped cards with words ending in consonant blends.
3. Crackers boxes with pictures of words ending in consonant blends.
4. Answer sheet.

NOTE TO TEACHER

sh, st, th, ft, nd, nk, nt, lk, ch,
gh, sp, dge, sk, it, ld, ch, lf, nch,
ck, mp

Evaluation: Self-checking



TEACHER OBJECTIVE

The student will recognize the consonant blends or digraphs he hears at the end of given words.

STUDENT OBJECTIVE

You will hear the final consonant blends in words given on a tape and find other words that end the same.

DIRECTIONS FOR STUDENT

1. Take out the worksheet and a pencil.
2. Put the tape on the recorder and turn it on.
3. Mark the worksheet according to the directions on the tape.
4. When the tape is finished, take the answer sheet and red crayon from the envelope to check your work.
5. Give your worksheet to your teacher.

MATERIALS NEEDED

1. Worksheet with 15 words vertically and four words horizontally
2. Tape
3. Pencil
4. Answer sheet and red crayon in envelope

NOTE TO TEACHER

The tape will say, "Listen to the ending sound in these words: rich, such. Find the word in row 1 that ends the same. Circle it." PAUSE.
Evaluation: checked by teacher

1.	sound <u>each</u> rock
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

P10

Auditory Perception of Vowels

The learner will be able to recognize and write
the vowel he hears in a dictated word.

TEACHER OBJECTIVE

The student will recognize the long vowel sound he hears in a word.

STUDENT OBJECTIVE

You will know which vowel sound - long a, e, i, o, or u - you hear in a word.

DIRECTIONS FOR STUDENT

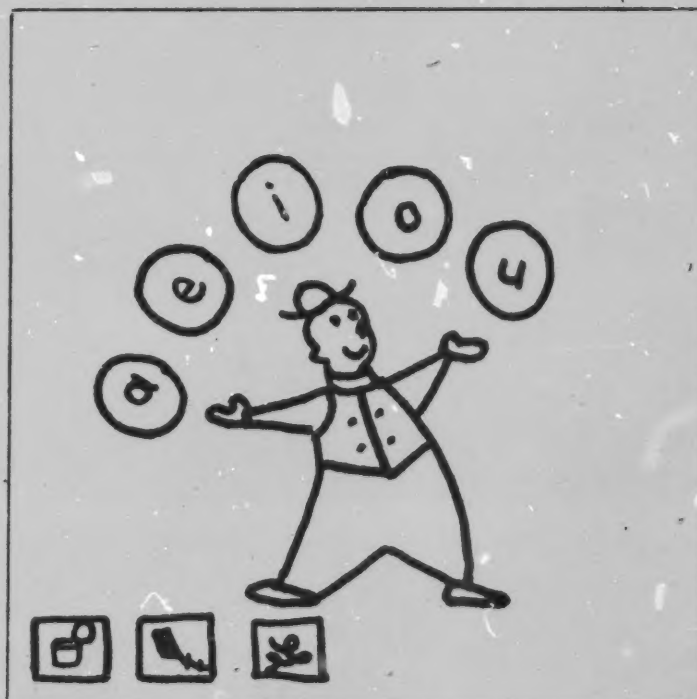
1. Look at the juggler. He is holding five balls.
2. Say the names of the vowels on the balls.
3. Now take out one of the pictures and say its name. Which vowel sound do you hear? Put it in the pocket of the right vowel.
4. Check your work with the answer sheet.

MATERIALS NEEDED

1. 12 x 18 sheet of poster board with picture of juggler holding balls. The balls are labeled a, e, i, o, u, and are stapled to form a pocket.
2. Picture cards on 2 x 2 squares of oaktag (Each pictured object should contain a long vowel sound.)
3. Answer sheet.

NOTE TO TEACHER

Evaluation: Self-checking



TEACHER OBJECTIVE

The student will recognize the short vowel sound and place it with the correct letter.

STUDENT OBJECTIVE

You will say the name of each picture and place it with the correct vowel.

DIRECTIONS FOR STUDENT

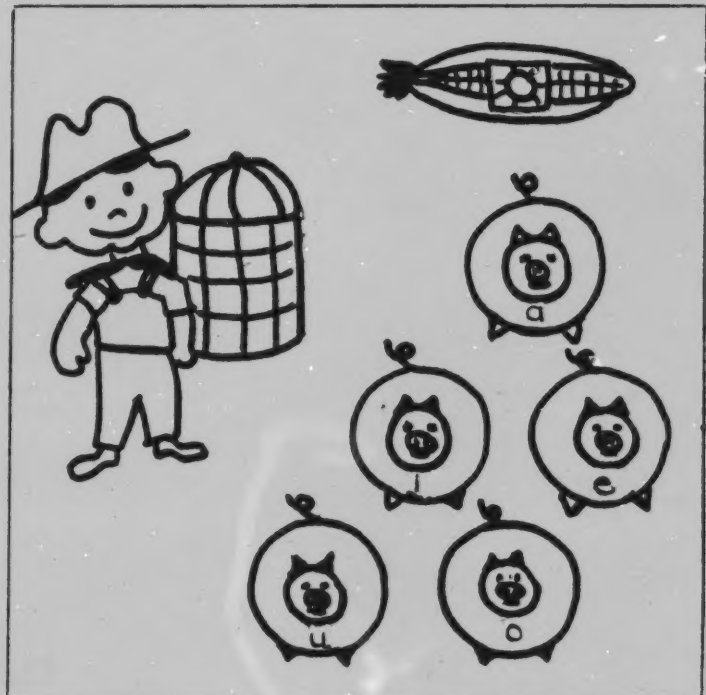
1. Take corn out of silo.
2. Look at the corn to feed Farmer Brown's pigs.
3. Say the name of the picture on the corn.
4. Feed the corn to the pig with the correct vowel.
5. Take the answer sheet out of the envelope and correct your work.

MATERIALS NEEDED

1. Farmer Brown standing by silo (Pringles can)
2. Ears of corn with vowel pictures on them
3. 5 pigs on cups with vowel letters written on them
4. Answer sheet

NOTE TO TEACHER

Evaluation: Self checking



TEACHER OBJECTIVE

The student will associate vowel sounds with pictures he sees.

STUDENT OBJECTIVE

You will say the name of a picture and name the vowel heard.

DIRECTIONS FOR STUDENT

1. Look through the magazines for pictures that have a sounds and put them on the space marked a.
2. Do the same for each vowel sound.
3. Have your teacher correct your work.

MATERIALS NEEDED

1. Divided sheet of oaktag with 5 sections
a, e, i, o, u
2. Old magazines
3. Scissors

NOTE TO TEACHER

Evaluation: Checked by teacher.

a	e	i	o	u

TEACHER OBJECTIVE

Given a trail game, the student will name the vowel sound heard in the name of each picture.

STUDENT OBJECTIVE

You will play the game and name the vowel you hear in each picture's name.

DIRECTIONS FOR STUDENT

1. Find a partner.
2. Put your token on "start."
3. Spin the spinner and move that number of spaces.
4. When you land on a space, say the word and the vowel sound you hear.
5. If you're right, stay there; if you're wrong, move two spaces back.
6. The first one to reach "finish" is the winner.

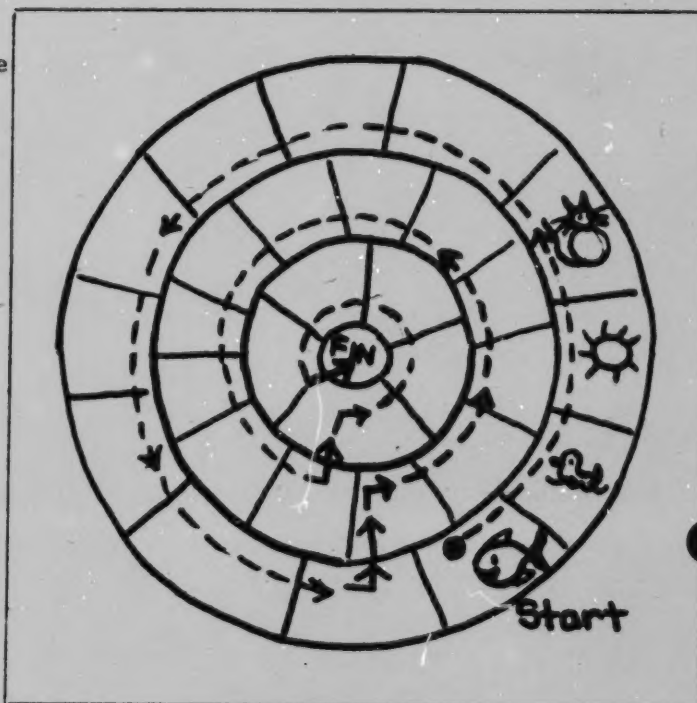
MATERIALS NEEDED

1. 12 x 18 sheet of oaktag with long and short vowel pictures (in the shape of a trail game)
2. Tokens
3. Spinner

NOTE TO TEACHER

You need at least two children to play this game.

Evaluation: Checked by peer.



TEACHER OBJECTIVE

The student will recognize vowel sounds he hears in words and write corresponding vowel letters.

STUDENT OBJECTIVE

You will know which vowel sounds you hear in the words and write the letters that stand for them.

DIRECTIONS FOR STUDENT

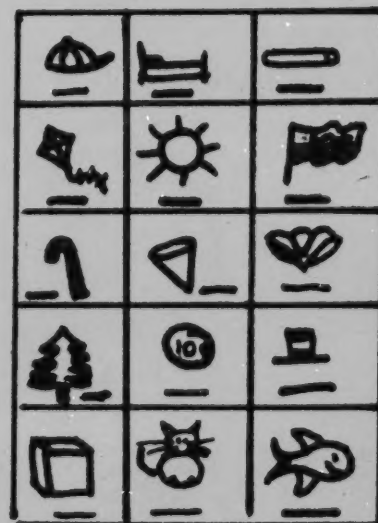
1. Take out the sheet and black crayon.
2. Look at the picture, say the word.
3. Use the black crayon to write under the picture the letter that stands for the vowel sounds.
4. Check your work with the answer sheet and red crayon. Be sure you change any mistakes.

MATERIALS NEEDED

1. Laminated card or clear plastic coverings over heavy paper to which pictures have been glued
2. Red and black crayon
3. Answer sheet

NOTE TO TEACHER

Evaluation: Self checking



P11

Differentiating Between Long and Short Vowels

The learner will be able to differentiate
between the long and short vowel sounds.

TEACHER OBJECTIVE

The student will be able to choose between the long and short vowel sound of a.

STUDENT OBJECTIVE

You will decide if the word has a long or short a.

DIRECTIONS FOR STUDENT

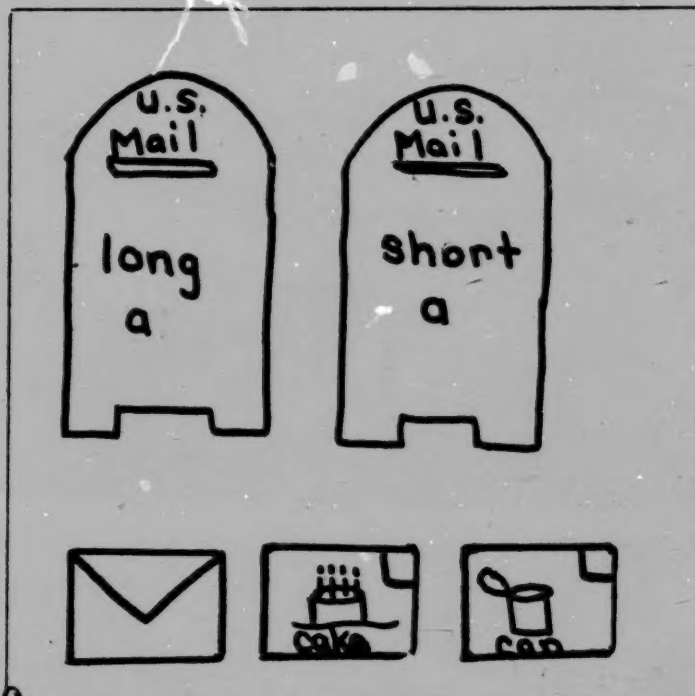
1. Look at the words on Mr. Zip's letters.
2. Decide if it is a long or short a.
3. Mail the letter in the correct mail box.
4. When complete, empty all the letters in the short mail box and check them with the pink letter.
5. Do the same with the long mail box.

MATERIALS NEEDED

1. Picture of Mr. Zip
2. Two mail boxes made out of milk cartons with Long a and Short a printed on them
3. Picture word cards in shape of envelopes having long or short vowel sounds in them
4. Pink letters with correct answers.

NOTE TO TEACHER

Evaluation: self-checking



TEACHER OBJECTIVE

The student will be able to recognize words with short and long e.

STUDENT OBJECTIVE

You will learn words that have long and short e.

DIRECTIONS FOR STUDENT

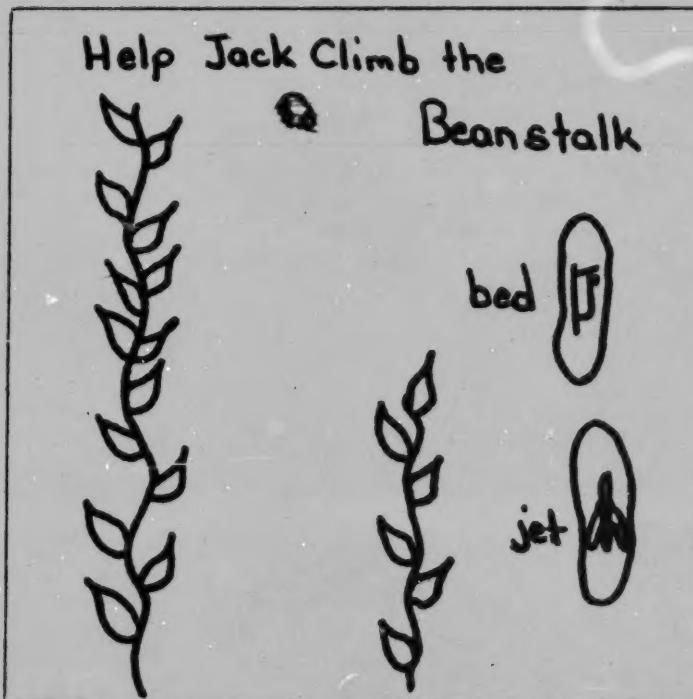
1. Look at Jack's foot prints and say the words on them.
2. If the word contains a long e, place it on the long e beanstalk.
3. If the word contains a short e, place it on the short e beanstalk.
4. When you have placed all the foot prints on the stalks, turn them over to see if you are correct.

MATERIALS NEEDED

1. 12 X 18 sheet of oaktag with Jack and two beanstalks, one long stalk and one short
2. Picture word cards in the shape of foot prints with words on them, answers on the back

NOTE TO TEACHER

Evaluation: self-checking



TEACHER OBJECTIVE

The student will recognize the long and short vowel sound of i.

STUDENT OBJECTIVE

You will decide if the word has a long or short i.

DIRECTIONS FOR STUDENT

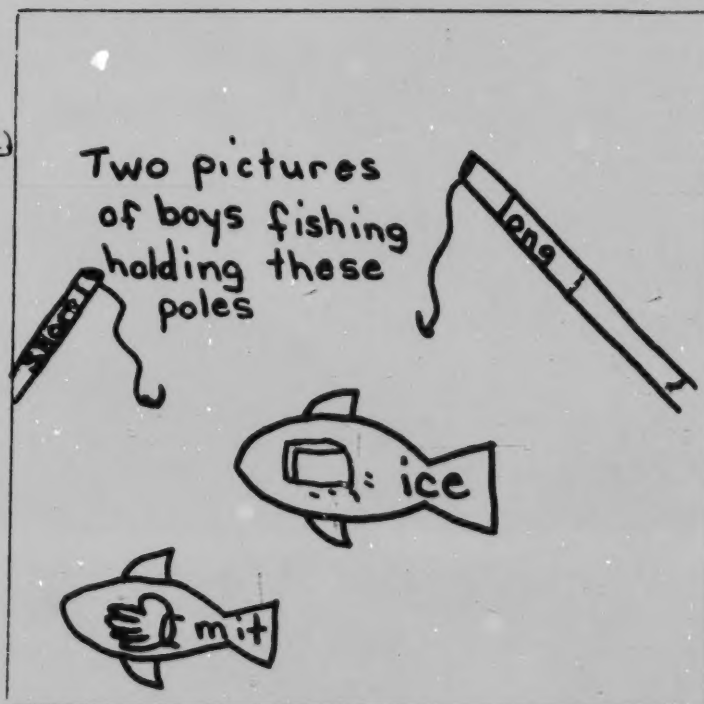
1. Look at the fishermen on the sheet - one has a long i pole and the other has a short i pole.
2. Say the picture words on the fish and put them on the correct pole.
3. When you have caught all the fish, look on the back and see if you were correct.

MATERIALS NEEDED

1. 12 x 18 sheet of oaktag which has 2 fishermen holding poles (One i pole is long and is labeled long i one is short and is labeled short i)
2. Picture cards in the shape of fish corresponding to long and short i (Answers are on the back of each fish.)

NOTE TO TEACHER

Evaluation: self-checking



TEACHER OBJECTIVE

The student will be able to recognize words with long and short o.

STUDENT OBJECTIVE

You will decide if the word has a long or short o.

DIRECTIONS FOR STUDENT

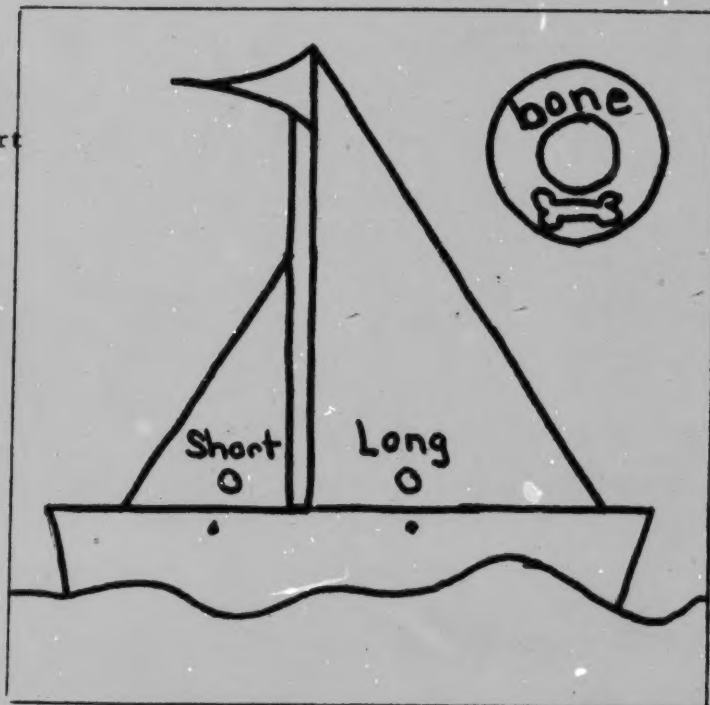
1. Look at the pictures on the life savers.
2. If the picture has a long o put it on the side with the long sail. If it has a short o put it with the short sail.
3. Check your answers with the answer sheet.

MATERIALS NEEDED

1. 12 x 18 oaktag (large sailboat with a short and long sail, with slits or hooks on them)
2. Life saver cards with long and short o words on them
3. Answer sheet

NOTE TO TEACHER

Evaluation: self-checking



TEACHER OBJECTIVE

The student will be able to differentiate between the long u and short sound of u.

STUDENT OBJECTIVE

You will decide if the word has a long or short u.

DIRECTIONS FOR STUDENT

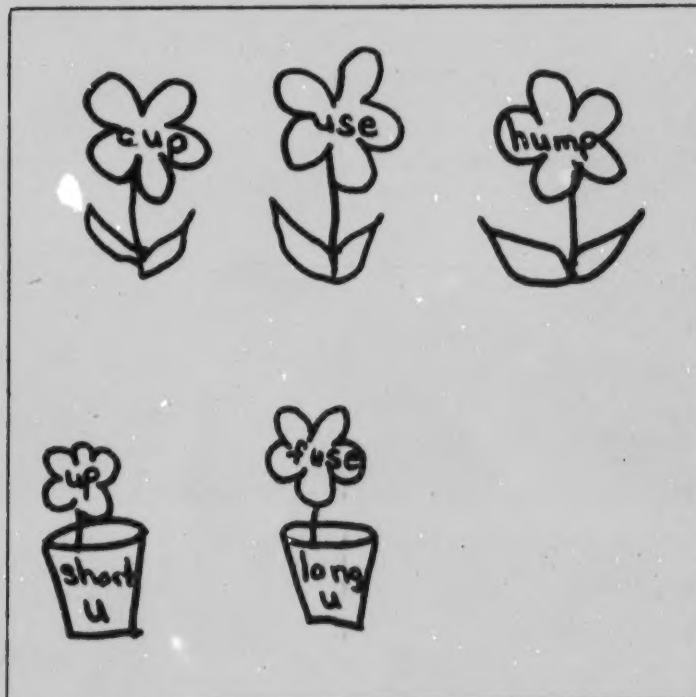
1. Look at the flowers.
2. Say the word on each flower.
3. Put the flowers with long u in the long u vase.
4. Put the flowers with short u in the short u vase.
5. Check the bottom of the vase for the correct answers.

MATERIALS NEEDED

1. Two dixie cups for vases, labeled long u and short u.
2. 12 X 18 sheet of oaktag with slits to hold flowers; flowers have long and short u words written on them.

NOTE TO TEACHER

Evaluation: self-checking



TEACHER OBJECTIVE

The student will be able to differentiate between the long and short vowel sounds.

STUDENT OBJECTIVE

You will decide whether the picture word has a long or short vowel sound.

DIRECTIONS FOR STUDENT

1. Take out the sheet and the crayon.
2. Look at the first picture, say the word.
3. Circle long if the vowel you hear is long, and short if it is short.
4. Write the correct vowel on the line.
5. Check the correct answers with the answer sheet.
6. Do both sides of card.

MATERIALS NEEDED

1. 8 X 11 laminated sheet which has 15 vowel pictures vertically. Beside each picture are the words long and short plus a blank space.
2. Black crayon
3. Answer sheet and red crayon

NOTE TO TEACHER

Evaluation: self-checking

	<u>o</u>	<u>long</u>	short
	<u>a</u>	<u>long</u>	short
	<u>e</u>	long	<u>short</u>
	<u>i</u>	long	short

P12

Identifying Vowel and Sound

The learner will be able to identify the
vowel heard and record whether its sound
is long, short, or with r.

TEACHER OBJECTIVE

The student will be able to identify if the vowel heard is long, short, or with r.

STUDENT OBJECTIVE

You will be able to say the name of the picture and each card and decide if it is long, short, or with r.

DIRECTIONS FOR STUDENT

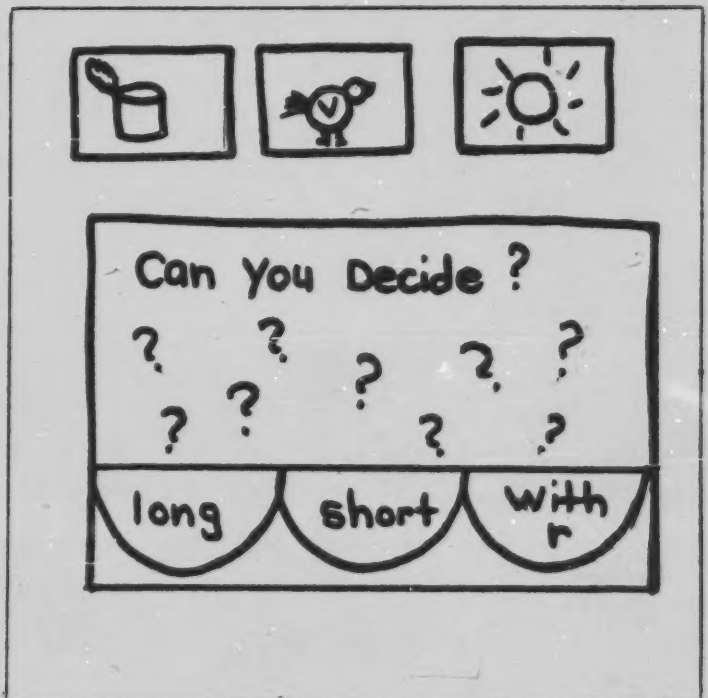
1. Look at the picture cards.
2. Decide if the picture has a long, short, or with r vowel sound.
3. Place it in the correct pocket.
4. When you are finished, check the answers on the back of each card.

MATERIALS NEEDED

1. 12 x 18 sheet of oaktag titled, "Can you decide?" and many question marks on the sheet
2. Three pockets, each with one of the following words on it: long, short, or with r
3. Picture cards

NOTE TO TEACHER

Evaluation: Self checking



TEACHER OBJECTIVE

The student will be able to identify the vowel heard and decide if it is long, short, or with r.

STUDENT OBJECTIVE

You will be able to say the name of the picture on the card and decide which vowel it contains and if it is long, short, or with r.

DIRECTIONS FOR STUDENT

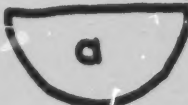
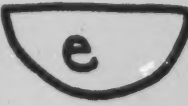
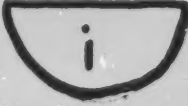
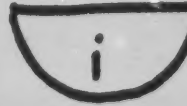
1. Look at the picture card, and say the name of the picture.
2. Decide which vowel the word has in it and if it is long, short, or with r.
3. Place it in the correct pocket.
4. Check you work with the answer sheet.

MATERIALS NEEDED

1. 12 X 18 sheet of oaktag with halves of paper plates stapled to it (Each should be labeled with one of the following:
short a, long a, with r;
short e, long e, with r,
short i, long i, with r.)
2. Picture cards
3. Answer Sheet

NOTE TO TEACHER

Evaluation: Self-checking

Short	long	with r
		
		
		
		

TEACHER OBJECTIVE

The student will be able to identify the vowel sounds heard and match them with pictures shown.

STUDENT OBJECTIVE

You will say the picture word and listen to the vowel sound. Match the picture to the correct vowel.

DIRECTIONS FOR STUDENT

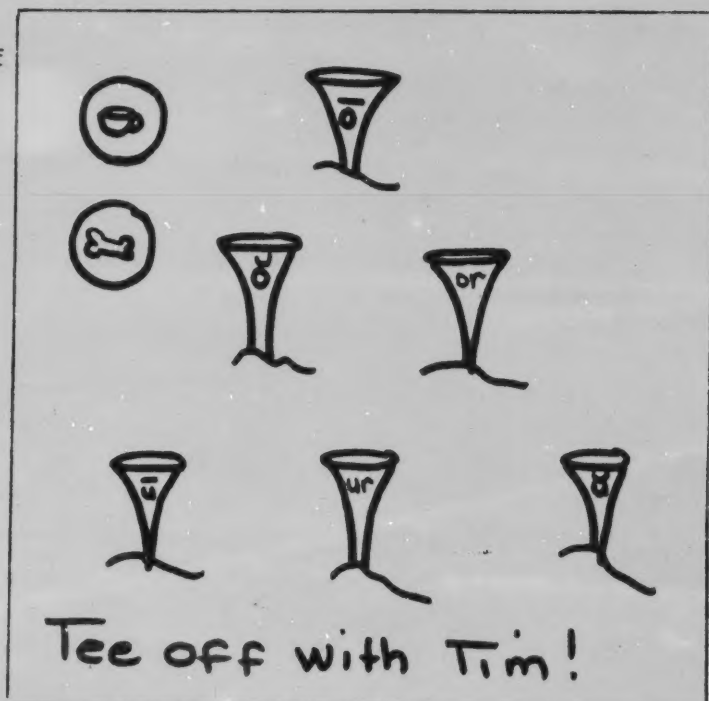
1. Look at the picture on the golf balls.
2. Place the balls on the correct golf tees.
3. Answers will be on the back of the golf balls.

MATERIALS NEEDED

1. 12 x 18 sheet of oakrag with a golf player teeing off (six golf tees with o, o, or, u, u, ur, on them)
2. Picture cards on golf balls.

NOTE TO TEACHER

Evaluation: Self checking



TEACHER OBJECTIVE

The student will classify picture cards according to the vowel sound (long, short, or with r).

STUDENT OBJECTIVE

You will decide whether the vowel you hear in a word is long, short, or with r.

DIRECTIONS FOR STUDENT

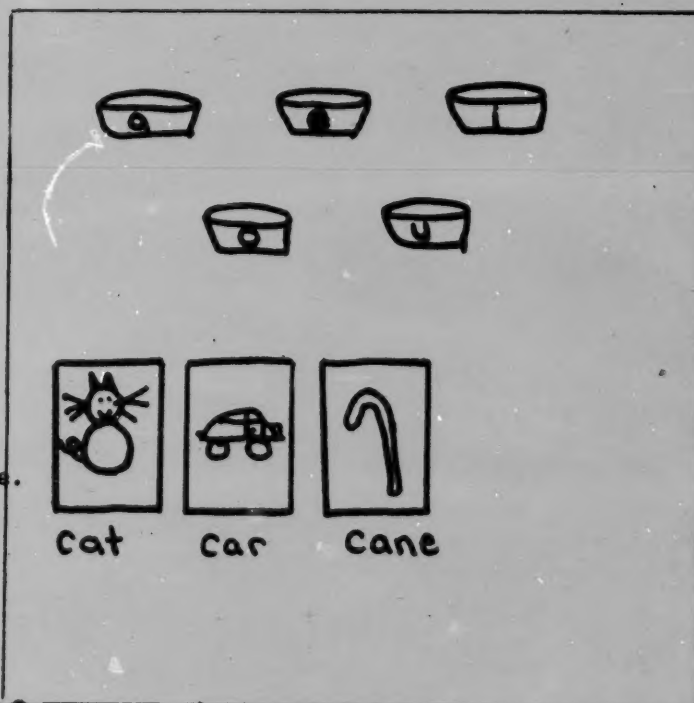
1. Choose one of the vowel tubs.
2. Find the long vowel words and put them in a row on your desk.
3. Find the short vowel words and put them in another row.
4. Make a third row of vowels with r.
5. Check your work with the answer sheet on the bottom of the tub.
6. Do this with all the other tubs.

MATERIALS NEEDED

1. Five margarin tubs, each containing seven long vowel, seven short vowel and seven with r picture cards. Each tub contains a different vowel.
2. Answer key for each of the five vowels listing the pictures. Put in envelope and attach to bottom of each tub.

NOTE TO TEACHER

Child should use only one tub at a time.
Evaluation: Self checking



TEACHER OBJECTIVE

The student will be able to classify fifteen different vowel sounds heard in words.

STUDENT OBJECTIVE

You will say the name of the letter that stands for the vowel sound you hear in a word and decide whether it is long, short, or with r.

DIRECTIONS FOR STUDENT

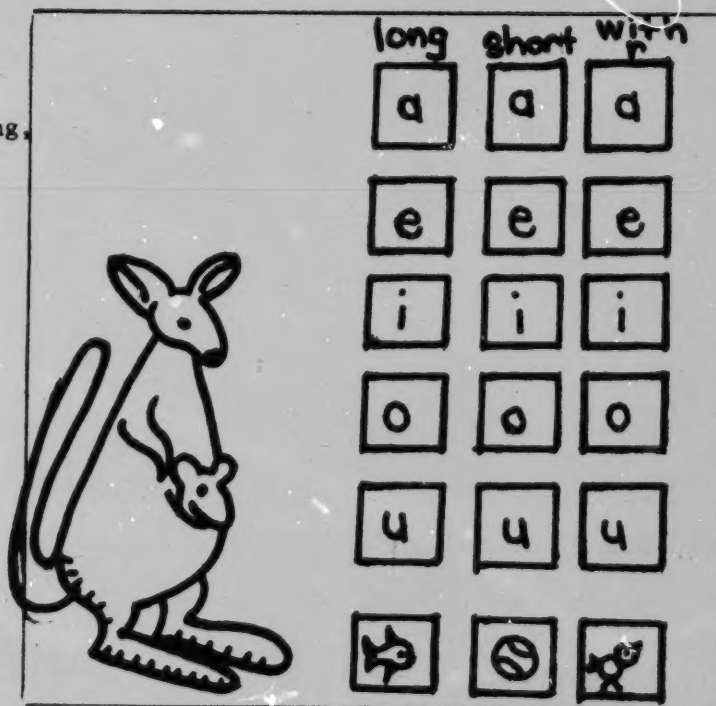
1. Take the picture cards from the kangaroo's pouch.
2. Say each word and decide which vowel sound you hear.
3. Put the card in the right pocket.
4. Check your work with the answer sheet.

MATERIALS NEEDED

1. 12 X 18 sheet of oaktag with a picture of a kangaroo to the left and 15 pockets to the right.
2. Picture cards representing all long, short, and with r vowel sounds.
3. Answer sheet.

NOTE TO TEACHER

Evaluation: self-checking



P13

Vowel Digraphs and Diphthongs

The learner will be able to identify the
letters representing the vowel digraph
or diphthong he hears when
these sounds are dictated.

TEACHER OBJECTIVE

The student will be able to name the pictures and match those having the same vowel digraphs and diphthongs.

STUDENT OBJECTIVE

You will be able to name the pictures and match those that have the same digraph or diphthong.

DIRECTIONS FOR STUDENT

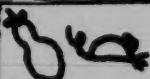
1. Look at the picture in the first column.
2. Say the picture word.
3. Look across at the three other pictures and circle one that has the same vowel sound in it.
4. Do both sides of the sheet and check your answers with the answer sheet.

MATERIALS NEEDED

1. Laminated cards with pictures of matching vowel sounds
2. Black crayon
3. Answer sheet and red crayon

NOTE TO TEACHER

Evaluation: self-checking

TEACHER OBJECTIVE

The student will be able to identify the vowel digraphs representing the vowel sounds he hears in given picture words. (oo, oo, ai, ea, aw)

STUDENT OBJECTIVE

You will hear the vowel sounds represented by oo, oo, ai, ea, aw in picture words and match the pictures to the letters that stand for the sounds.

DIRECTIONS FOR STUDENT

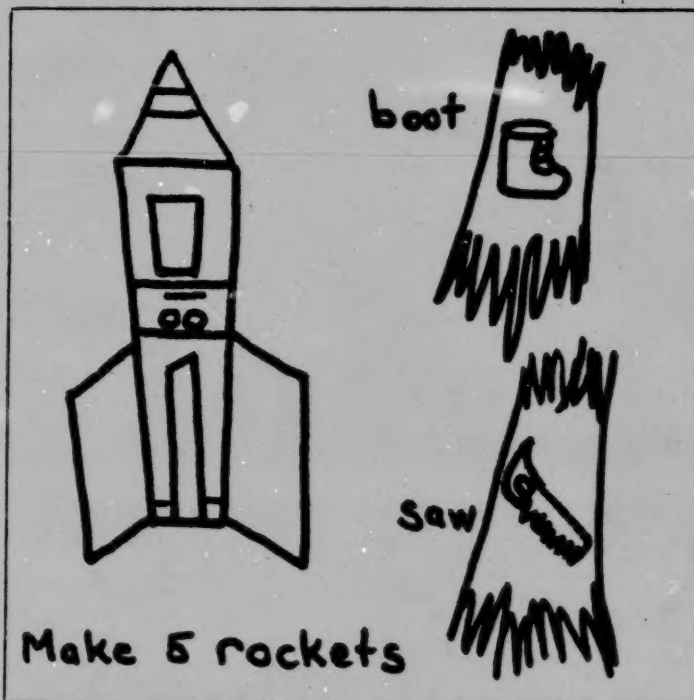
1. Look at the rockets and say the sounds.
2. Take the pictures from the envelope.
3. Say the name of each picture and put it on the rocket with the same vowel sound.
4. Check your work with the answer on the back of the fuel.

MATERIALS NEEDED

1. 12 X 18 sheet of oaktag with caption, "Fuel the rockets - fill the pockets"
2. Five rockets stapled to oaktag and labeled oo, oo, ai, ea, aw
3. Envelope with picture cards in the shape of rocket fire (pictures correspond to vowel sounds)
4. Answer on the back of the fuel.

NOTE TO TEACHER

Evaluation: self-checking



TEACHER OBJECTIVE

The student will be able to identify the vowel digraphs or diphthongs representing the vowel sounds he hears in given picture words. (ow, ow, ou, oa, ee)

STUDENT OBJECTIVE

You will hear the vowel sounds represented by ow, ow, ou, oa, ee in picture words and match the pictures to the letters that stand for the sounds.

DIRECTIONS FOR STUDENT

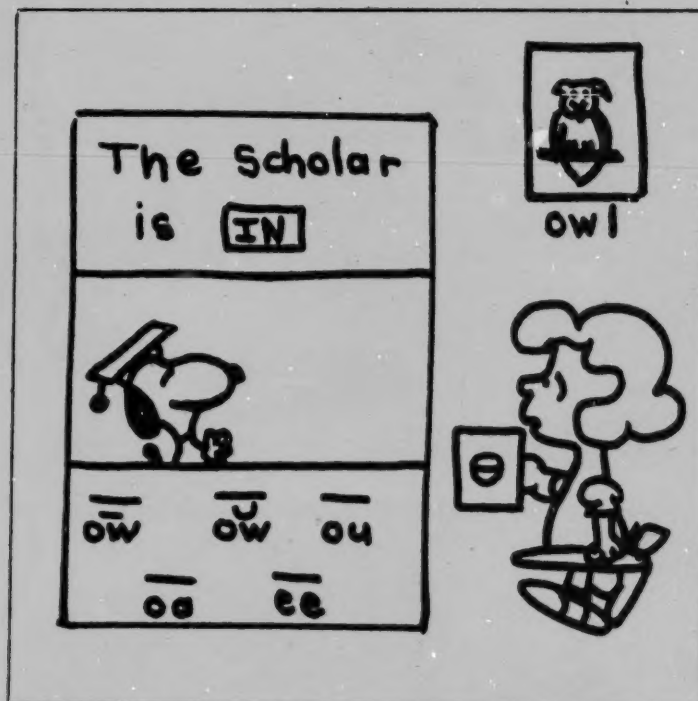
1. Look at the letters that stand for sounds that are printed above each slit.
2. Take the picture cards and say them to yourself.
3. Decide which slit they should go in and place them there.
4. Check your work with the answer sheet.

MATERIALS NEEDED

1. 12 X 18 sheet of oaktag with Lucy and Snoopy on it. Lucy will be holding the picture cards. Slits will be below Snoopy, with the particular sounds.
2. Answer sheet

NOTE TO TEACHER

Evaluation: self-checking



TEACHER OBJECTIVE

The student will be able to identify the vowel digraphs or diphthongs representing the vowel sounds he hears in given (oi, ay, au, oy) words.

STUDENT OBJECTIVE

You will hear the vowel sounds represented by oi, ay, au, oy in words and match them to pictures that stand for the sounds.

DIRECTIONS FOR STUDENT

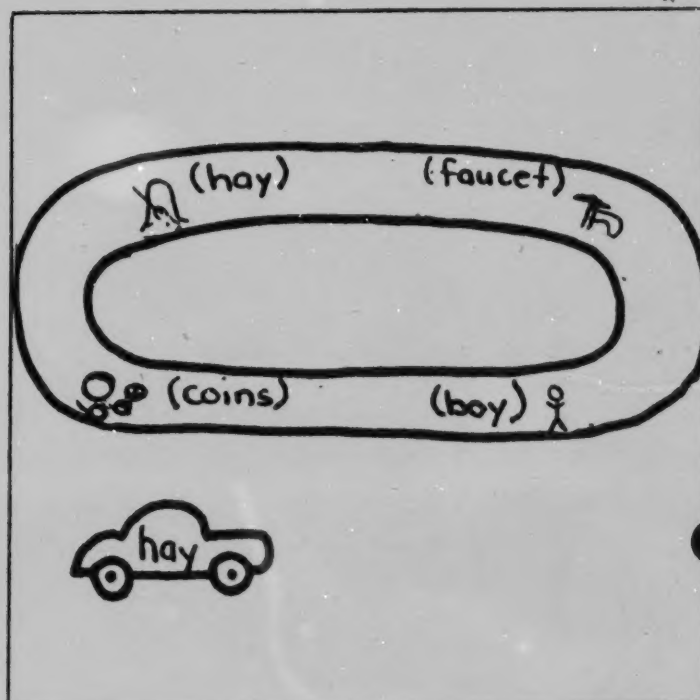
1. Look at the pictures on the race track.
2. Say the vowel sound you hear.
3. Look at each word card and put it on the track with the picture that has the same vowel sound.
4. Check your work with the answer sheet.

MATERIALS NEEDED

1. 12 X 18 sheet of oaktag.
2. Race track drawn on oaktag with pictures representing vowel sounds - oi ay au oy
3. Cards in the shape of cars with words on them.
4. Answer sheet.

NOTE TO TEACHER

Evaluation: self-checking



TEACHER OBJECTIVE

The student will be able to name a picture and identify the letters representing the vowel digraph or diphthong he hears in the word.

STUDENT OBJECTIVE

You will name the picture and find the letters that stand for the digraph or diphthong you hear in the word.

DIRECTIONS FOR STUDENT

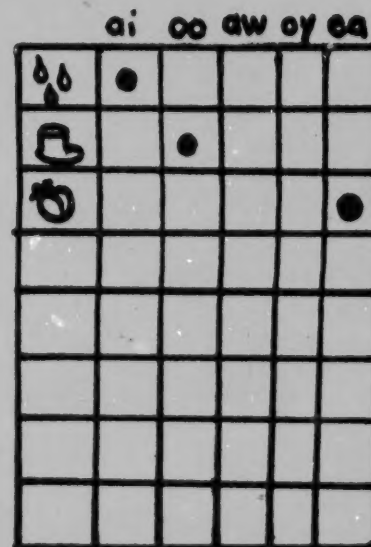
1. Look at the pictures and say them to yourself.
2. Take a marker and mark the correct vowel digraph or diphthong directly across from it.
3. Check your work with the answer sheet.

MATERIALS NEEDED

1. 12 X 18 sheet of oaktag divided into columns with pictures on the left-hand side, vowel sounds above remaining columns
2. Markers such as checkers, discs
3. Answer sheet

NOTE TO TEACHER

Evaluation: self-checking



P14

Number of Vowels Heard in a Word

The learner will be able to indicate
the vowels he hears in dictated words
of one or more syllables.

TEACHER OBJECTIVE

The student will indicate the vowels that stand for the vowel sounds he hears in given words.

STUDENT OBJECTIVE

You will decide which vowel sounds you hear in the given words and write the letters that stand for the sounds.

DIRECTIONS FOR STUDENT

1. Take out response sheet and pencil.
2. Look in the egg carton.
3. Say the name of one object in the carton and write it on your answer sheet.
4. Circle the vowels you hear in the word you wrote.
5. Now choose another object, and do the same thing.
6. When you've finished, give the teacher your response sheet.

MATERIALS NEEDED

1. Egg carton
2. 12 labeled objects - one for each section of the carton
3. Response sheet, pencil

NOTE TO TEACHER

Evaluation: checked by teacher or volunteer

1.	2.	3.	4.	5.	6.
7.	8.	9.	10.	11.	12.

TEACHER OBJECTIVE

The student will say the word and decide which vowels stand for the vowel sounds.

STUDENT OBJECTIVE

You will say a word and mark which vowels stand for vowel sounds.

DIRECTIONS FOR STUDENT

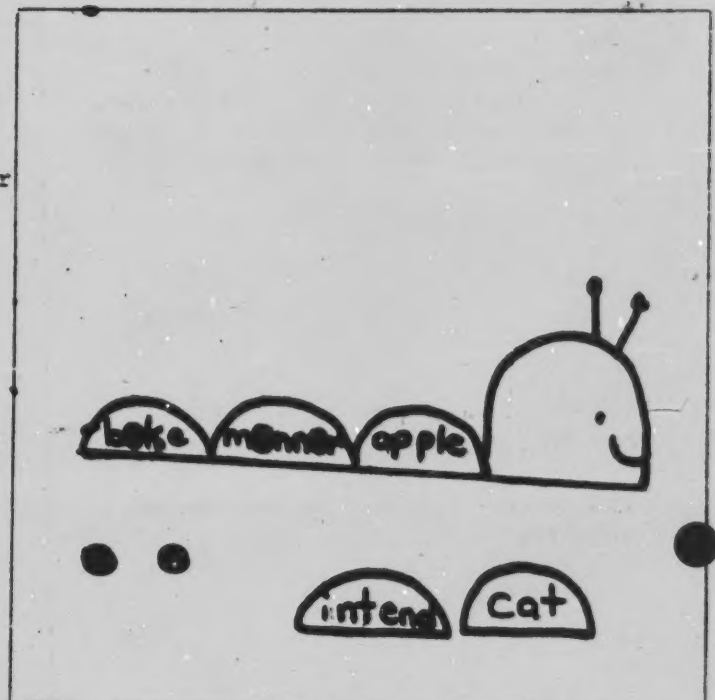
1. Take the caterpillar's head from the box and place it on the table.
2. Take the body sections with the words on them, and as you say a word place it to make the caterpillar. Mark each vowel that stands for a sound with a disc.
3. Check your work with the answer sheet.

MATERIALS NEEDED

1. Oaktag sections of caterpillar, laminated; body sections with words on them
2. Discs for marking
3. Answer sheet in shape of caterpillar

NOTE TO TEACHER

Evaluation: self-checking



TEACHER OBJECTIVE

The student will circle the vowels standing for sounds in given words.

STUDENT OBJECTIVE

You will hear the vowel sounds in words and circle the letters that stand for them.

DIRECTIONS FOR STUDENT

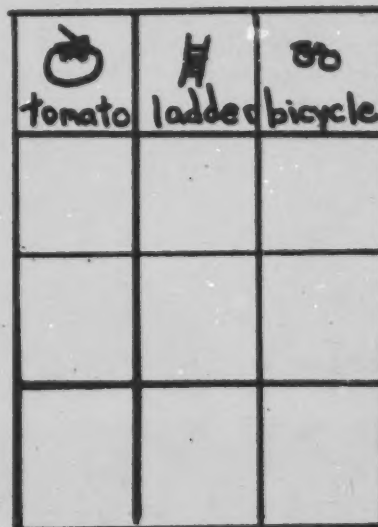
1. Take the card and black crayon.
2. Say the first word.
3. Circle the vowels that stand for vowel sounds in each word.
4. When you finish, check your work with the answer sheet.

MATERIALS NEEDED

1. 12 X 18 laminated sheet divided into 2" squares (Each square has a picture with the word printed underneath.)
2. Black crayon for circling vowels
3. Answer sheet

NOTE TO TEACHER

Evaluation: self-checking



TEACHER OBJECTIVE

The student will say a word and mark the vowels that stand for vowel sounds.

STUDENT OBJECTIVE

You will say a word and mark the vowels that stand for vowel sounds.

DIRECTIONS FOR STUDENT

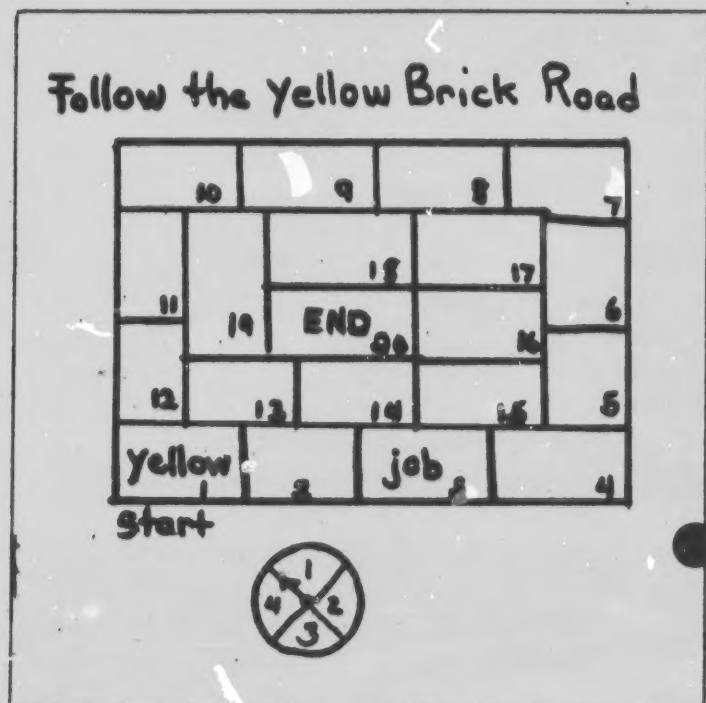
1. Choose a player piece that is taped on a crayon.
2. Spin the spinner to see who goes first.
3. Move around the board,
4. When you land on a word, say it and circle the vowels that stand for vowel sounds.
5. The first one to reach the center wins.

MATERIALS NEEDED

1. Laminated
game board of yellow brick road
with words on the bricks
2. Player pieces of Wizard of Oz
characters taped on different
colored crayons
3. Spinner

NOTE TO TEACHER

Evaluation: checked by peer



TEACHER OBJECTIVE

The student will identify the vowel sounds he hears in given words.

STUDENT OBJECTIVE

You will hear vowel sounds in words and write these vowels.

DIRECTIONS FOR STUDENT

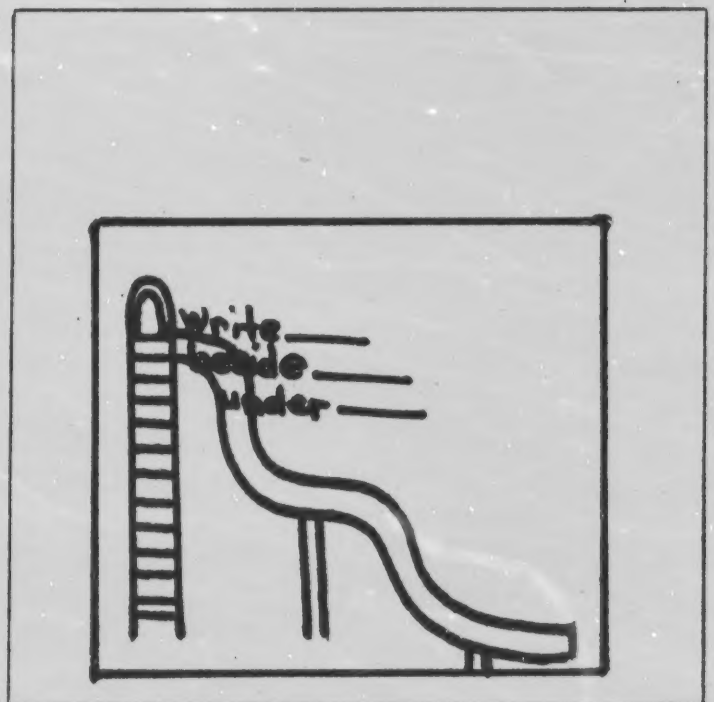
1. Take a black crayon and the sheet.
2. Start at the top of the slide.
3. Say the word and listen to the vowels.
4. Write the letters that stand for the vowel sounds you hear on the line beside the word.
5. Check your work with the answer sheet.

MATERIALS NEEDED

1. 8 X 11 laminated sheet of oaktag
2. Slide drawn on sheet with words coming down the slide
3. Black crayon for marking
4. Answer sheet

NOTE TO TEACHER

Evaluation: self-checking



P15

Vowel Principles

Given statements of the most common
vowel principles, the learner will
be able to indicate which one applies
to a given word.

TEACHER OBJECTIVE

Given vowel principles 1 and 2 the student will indicate which principle applies to given words.

STUDENT OBJECTIVE

You will match the words with the correct vowel principle.

DIRECTIONS FOR STUDENT

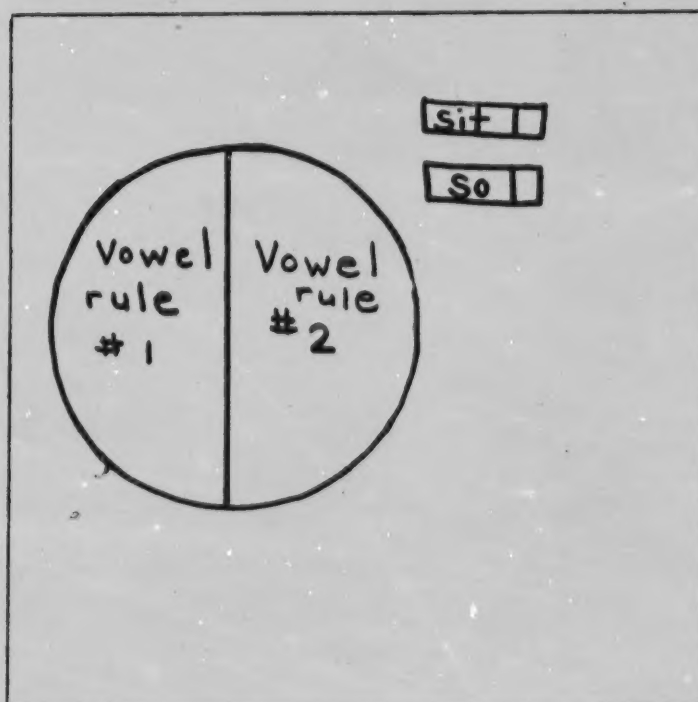
1. Look at the words on the clothes pins and decide which principle applies to the words.
2. Place the clothes pin on the wheel with the proper principle.
3. When all the clothes pins are completed, turn the wheel over to see if the wheel colors and pins match.

MATERIALS NEEDED

1. Clothes pins with words on them.
2. Wheels with vowel principles.
3. For checking, back side of vowel #1 should be marked with red and vowel rule #2 should be marked with blue. Back sides of clothespins should be marked with the corresponding color.

NOTE TO TEACHER

Evaluation: self-checking



TEACHER OBJECTIVE

Given vowel principles 3, 4, and 5 the student will indicate which principle applies to given vowels.

STUDENT OBJECTIVE

You will match the words with the correct vowel principles.

DIRECTIONS FOR STUDENT

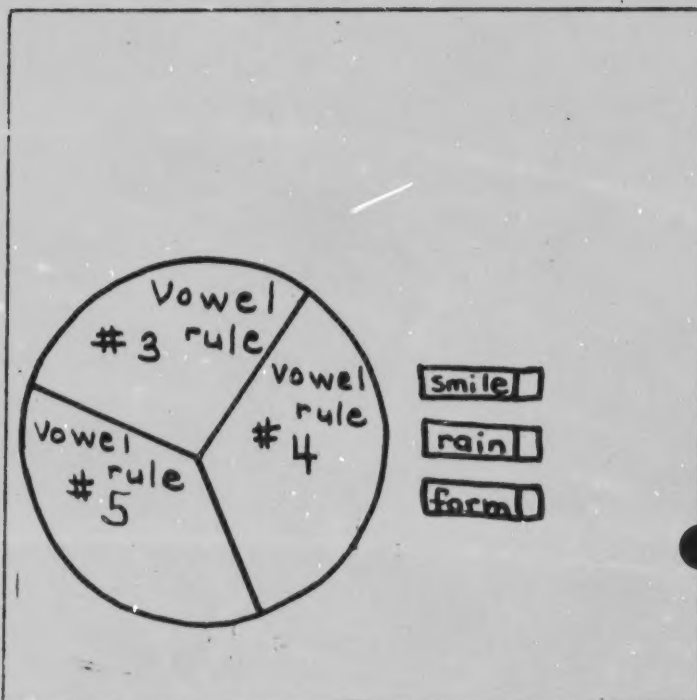
1. Look at the words on the clothes pins and decide which principle applies to the words.
2. Place the clothes pin on the wheel with the proper principle.
3. When all the clothes pins are completed, turn the wheel over to see if the wheel colors and pins match.

MATERIALS NEEDED

1. Clothes pins with words on them.
2. Wheels with vowel principles.
3. For checking, back side of vowel rule #3 should be marked with red, vowel rule #4 should be marked with green, and #5 marked with orange. Back sides of clothespins should be marked with the corresponding color.

NOTE TO TEACHER

Evaluation: self-checking



TEACHER OBJECTIVE

The student will be able to match the vowel principle to words.

STUDENT OBJECTIVE

You will be able to match the vowel principle to words listed.

DIRECTIONS FOR STUDENT

1. Take a laminated sheet out and review the principles.
2. Use the black crayon to connect the word with the correct principle.
3. Check your work with the check sheet enclosed.

MATERIALS NEEDED

1. Laminated sheets with words and vowel principles listed on them
2. Black crayon
3. Check sheet

NOTE TO TEACHER

Evaluation: self-checking

1. goat	Principles :	
2. hide	1.	} written out
3. tub	2.	
4. f	3.	
5. e	4.	
6. i	5.	

TEACHER OBJECTIVE

The student will be able to indicate which vowel principles apply to given words.

STUDENT OBJECTIVE

You will decide which vowel rules help you know the words.

DIRECTIONS FOR STUDENT

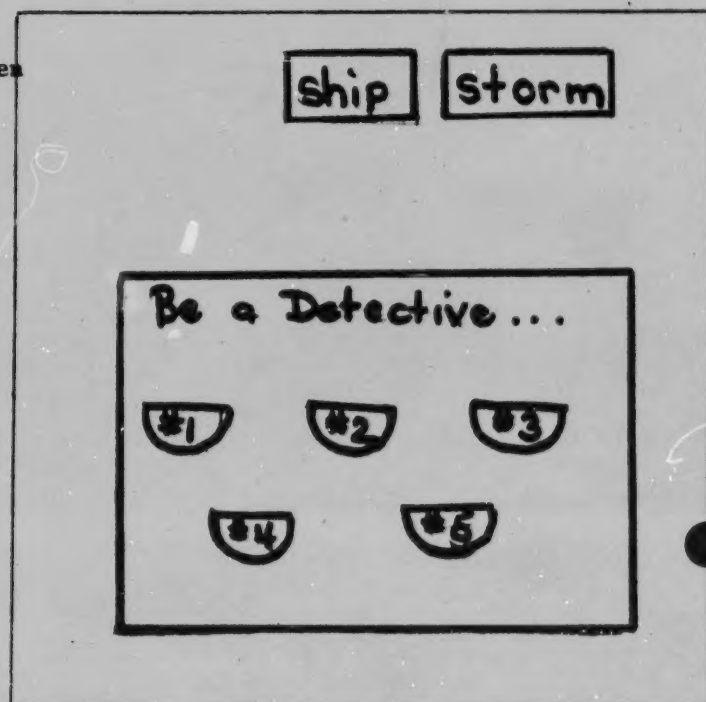
1. Review the rules written on the pockets.
2. Say the words on the cards and put them in the correct pockets.
3. Check your work with the answer sheet in the envelope.

MATERIALS NEEDED

1. Pocket chart with vowel rules written on the pockets
2. Words on cards to be placed in pockets
3. Answer sheet

NOTE TO TEACHER

Evaluation: Self-checking



TEACHER OBJECTIVE

Given a vowel game, the student will be able to indicate which vowel principle applies to a given word.

STUDENT OBJECTIVE

You will name the vowel rule that helps you know the vowel sound.

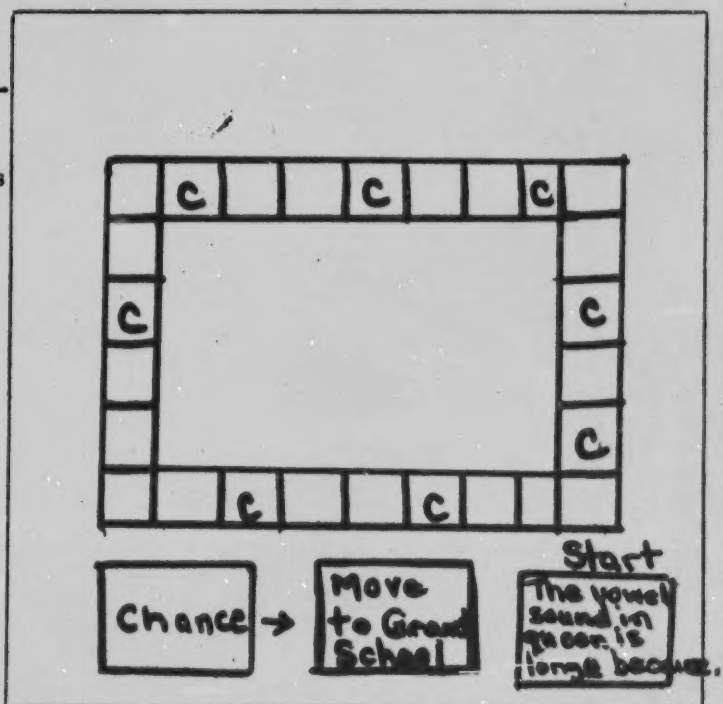
DIRECTIONS FOR STUDENT

1. Decide which player goes first.
2. Draw a numbered card and answer the question.
3. The person with the answer sheet will tell you if you're right.
4. If you're right, roll the die to move and follow the directions on the space.
5. If you're wrong, you don't move and the next person takes his turn.
6. The first person who gets back to START wins the game.

MATERIALS NEEDED

1. 12X12 piece of oaktag on which is drawn squares like a Monopoly board- Squares are labeled with things to do (i.e. Go ahead two spaces. Must roll two or four to move.) and names of local schools. Label eight squares CHANCE, one START.
2. 20 cards 2X3 with things to do on one side and the word CHANCE on the other
3. 40 cards 2X3 with questions about vowel rules on one side (i.e. The vowel sound in queen is long e because...)
4. A die
5. Two or more markers
6. An answer sheet with the answers to the vowel rule questions (The numbers and answers on the sheets will correspond to the numbers on the vowel cards.)

Evaluation: Self checking.



P16

Application of Vowel Principles

Given a list of nonsense words, the learner will be able to mark the vowels to indicate whether they are long, short, with r or unsounded.

TEACHER OBJECTIVE

The student will be able to mark the vowels in nonsense words to indicate whether they represent long, short, with r vowel sounds, or if they are unsounded.

STUDENT OBJECTIVE

You will be able to mark the vowels in nonsense words to show whether the vowel sounds are long, short, with r, or if the vowels are unsounded.

DIRECTIONS FOR STUDENT

1. Look at the words on the bat cards.
2. Mark them as the key words are marked and place them in the proper slits.
3. Lift the windows to see if you have placed the bats in the correct slits.

MATERIALS NEEDED

1. 12 X 18 sheet of oaktag with a ghost, and Haunted House with four windows
2. Each window marked to be long, short, with r, or unsounded
3. Word cards with nonsense words that have been laminated
4. Black crayon
5. Answers under windows

NOTE TO TEACHER

Evaluation: self-checking



TEACHER OBJECTIVE

The student will be able to mark the vowels in nonsense words to indicate whether they represent long, short, with r vowel sounds, or if they are unsounded.

STUDENT OBJECTIVE

You will be able to mark the vowels in nonsense words to show whether the vowel sounds are long, short, with r vowel sounds, or if the vowels are unsounded.

DIRECTIONS FOR STUDENT

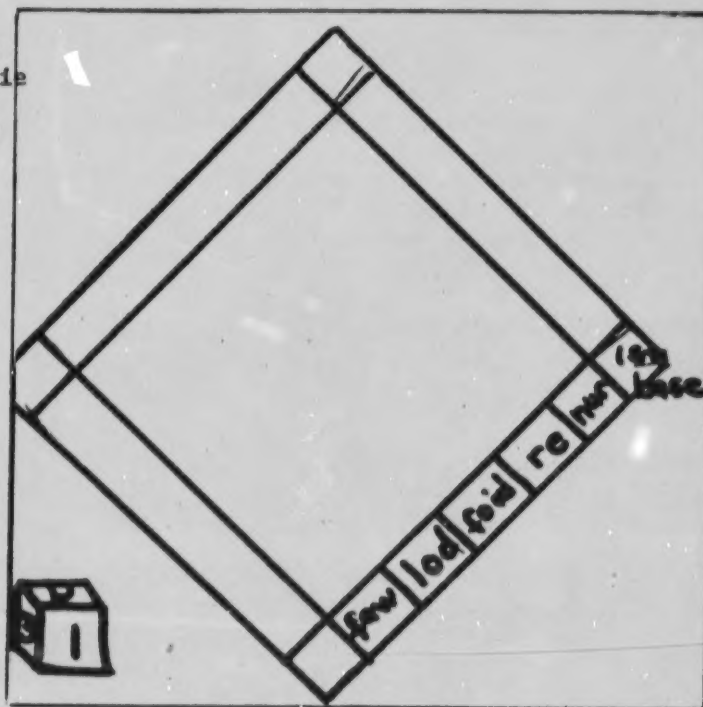
1. Choose a partner.
2. Roll the die to see who goes first.
3. Move your marker the number indicated on the die. Say the nonsense word and mark it correctly.
4. Have your partner check your answer with the numbered checklist enclosed.
5. The first one to reach the end of the game is the winner.

MATERIALS NEEDED

1. Laminated game board 12 X 18 oaktag (characters could be Snoopy - Charlie Brown playing ball)
2. Each character on different colored crayon for marking
3. Die with numbers
4. Check sheet with numbered words marked correctly

NOTE TO TEACHER

Evaluation: checked by peer.



TEACHER OBJECTIVE

The student will be able to mark the vowels of nonsense words to indicate whether they represent long, short, with r vowels sounds, or if they are unsounded.

STUDENT OBJECTIVE

You will be able to say the nonsense word and mark the vowels correctly.

DIRECTIONS FOR STUDENT

1. Play with a partner and decide who will be first.
2. Toss the ball into the box and say the word where the ball lands.
3. Write the word on your score card and mark the vowels correctly. Also record the number of points you receive if you have marked it correctly. Have your partner check your word from the check sheet.
4. When you have both completed ten words each, add your points and the winner will have the highest score.

MATERIALS NEEDED

1. Box with sections in it such as a Christmas tree ornament box or egg carton; words and numbers in box.
2. Ball or disc.
3. Score cards with 1-10 blanks and columns for points.
4. Check sheet with words marked correctly.

NOTE TO TEACHER

Evaluation: self-checking

5	10	5	10	5	10
tre	tre				
10	5	10	5	10	5

1. psm	10
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
Total	

TEACHER OBJECTIVE

The student will be able to mark the vowels in nonsense words to indicate whether they represent long, short, with r vowel sounds, or if they are unsounded.

STUDENT OBJECTIVE

You will be able to mark the vowels in nonsense words to show whether the vowel sounds are long, short, with r vowel sounds, or if they are unsounded.

DIRECTIONS FOR STUDENT

1. Mix all of the kite tail pieces up that are in the box and make sure they are all face down.
2. Take one and say the word. Decide which kite the word should go onto and write the word on the space provided.
3. When you have listed four words for each kite, look at the checklist to see if you have done them correctly.

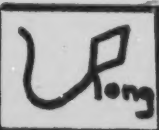
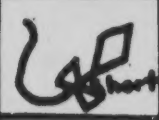
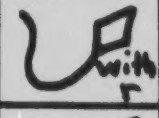
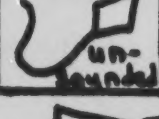
MATERIALS NEEDED

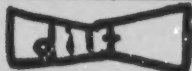
1. Mimeographed sheet with kites and four tail pieces missing
2. Nonsense words on kite tail pieces
3. Check sheet
4. Pencils

NOTE TO TEACHER

Evaluation: self-checking

"Go Fly A Kite !"

	1. 2. 3. 4.
	1. dilt 2. 3. 4.
	1. 2. 3. 4.
	1. 2. 3. 4.



TEACHER OBJECTIVE

The student will be able to mark vowels in nonsense words to indicate whether they represent long, short, with r vowel sounds, or if they are unsounded.

STUDENT OBJECTIVE

You will be able to mark the vowels in nonsense words to show whether the vowel sounds are long, short, with r vowel sounds, or if they are unsounded.

DIRECTIONS FOR STUDENT

1. Look at the words on the laminated cards.
2. Mark the vowels.
3. Check the column according to the way you have marked the word.
4. Check your answers with the answer sheet enclosed.

MATERIALS NEEDED

1. Laminated cards with nonsense words on them
2. Black crayon
3. Answer sheet

NOTE TO TEACHER

Evaluation: self-checking

long short withr unrounded				
wrētē	e			e

P17

Application of Phonics to Nonsense Words

Given a list of nonsense words, the learner
will be able to pronounce them according
to the letter sounds and vowel
principles that have been taught.

TEACHER OBJECTIVE

Given nonsense words, the student will say them and match them to actual words that rhyme, keeping in mind the vowel principles and letter sounds learned.

STUDENT OBJECTIVE

You will remember the vowel rules, and letter sounds, say the nonsense words, and match them to the words that rhyme.

DIRECTIONS FOR STUDENT

1. Find a partner.
2. Look at the nonsense word.
3. Try to say the word to your partner, remembering your vowel rules.
4. Find the word on the other side of the sheet that rhymes and connect the words with the wire or yarn.
5. If the bulb lights up, you know the match is correct.
6. If using yarn, check with an answer sheet to see if you are correct.

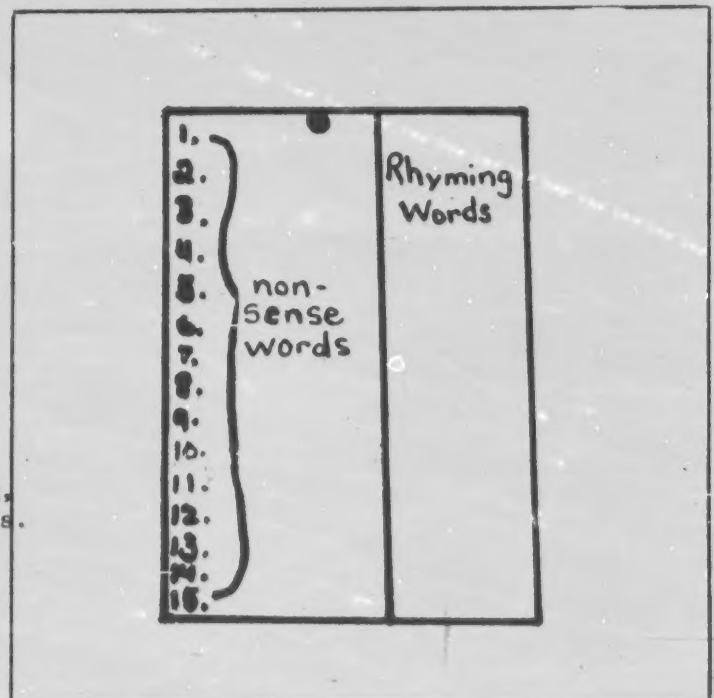
MATERIALS NEEDED

1. 9 X 12 sheet of heavy cardboard, with a column of nonsense words on the left and a column of actual words that rhyme on the left
2. Wire, battery, and light are connected so that correct response shows

NOTE TO TEACHER

This activity may also be done on oaktag, using yarn or string to connect the words.

Evaluation: self-checking



TEACHER OBJECTIVE

Given a set of nonsense words written on cards, the student will pronounce the words according to the letter and vowel principles that have been taught.

STUDENT OBJECTIVE

You will remember the vowel rules and letter sounds which will help you say the nonsense words.

DIRECTIONS FOR STUDENT

1. Find a partner.
2. Shuffle the cards.
3. Pick a card and say the word.
4. If you say the word correctly, keep the card and continue drawing.
5. If you can't say the word, you lose your turn and your partner takes his turn.
6. Continue playing until all the cards are gone.
7. The person with the most cards wins the game.

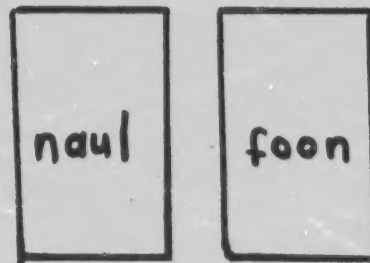
MATERIALS NEEDED

1. Deck of cards with nonsense words written on them

NOTE TO TEACHER

A volunteer will be needed when working on this station.

Evaluation: checked by volunteer



TEACHER OBJECTIVE

Given nonsense words, the student will say them and match them to actual words with the same vowel sounds, keeping in mind the vowel principles and letter sounds learned.

STUDENT OBJECTIVE

You will say the nonsense words, remembering the letter sounds and vowel rules you've learned, and match them to the words with the same vowel sounds.

DIRECTIONS FOR STUDENT

1. Find a partner.
2. Each person takes a game board.
3. Shuffle the cards.
4. First person takes a card.
5. Say the nonsense word and find a word on your game board that has the same vowel sounds.
6. Continue playing until you miss or you can't play on your board.
7. First person to complete his board wins the game. Check your work with the answer key.

MATERIALS NEEDED

1. Set of 36 cards 2 X 2 with non-sense words written on them
2. 3 game boards 6 X 8 each, divided into 12 parts (Each part is labeled with a real word that rhymes with some of the nonsense words.)
3. Answer key

NOTE TO TEACHER

This activity is for 2 - 4 players.

Evaluation: Self-checking

toam		goy	
hide	law	mark	boy
melt	foam	cow	free
screen	pail	foot	beat

TEACHER OBJECTIVE

Given a list of nonsense words, the student will pronounce them according to the letter sound and vowel principles taught.

STUDENT OBJECTIVE

You will say the nonsense words into the tape, remembering the letter sounds and vowel rules you've learned.

DIRECTIONS FOR STUDENT

1. Take out the list of the words.
2. Turn on the tape recorder.
3. Say the words into the tape.
4. Turn the tape into your teacher.

MATERIALS NEEDED

1. List of nonsense words
2. Tape recorder
3. Blank tape

NOTE TO TEACHER

Evaluation: Checked by teacher.

1.	grate
2.	blide
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

↓

TEACHER OBJECTIVE

Given a set of nonsense words, the student will be able to pronounce them by applying the vowel principles and letter sounds he has learned.

STUDENT OBJECTIVE

You will say the nonsense words on the dart board, remembering the vowel rules and letter sounds you've learned.

DIRECTIONS FOR STUDENT

1. Find a partner.
2. Take turns throwing the dart.
3. Say the word that the dart lands on, write it on the sheet and record the number of points.
4. When you've each had 10 turns count up your points.
5. Say the words on your sheet to your teacher.

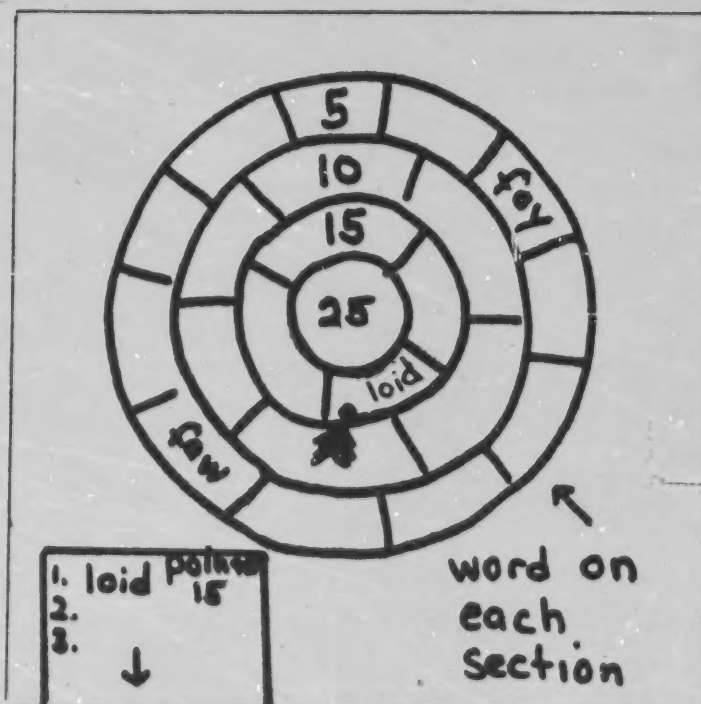
MATERIALS NEEDED

1. Metal dart board marked into sections and labeled with nonsense words
2. Dart (magnetic)
3. Response sheets

NOTE TO TEACHER

This activity is written for 2 children, but it could also be played alone or with more than 2.

Evaluation: Checked by teacher or volunteer.



S1

Word Endings

The learner will be able to identify the simple endings that denote tense (ed, ing), number (s, es), person (s, es) possession ('s), and comparison (er, est) when inflected forms of words are dictated.

TEACHER OBJECTIVE

The student will be able to add endings to a root word and identify the new word.

STUDENT OBJECTIVE

You will add endings to a root word and make new words.

DIRECTIONS FOR STUDENT

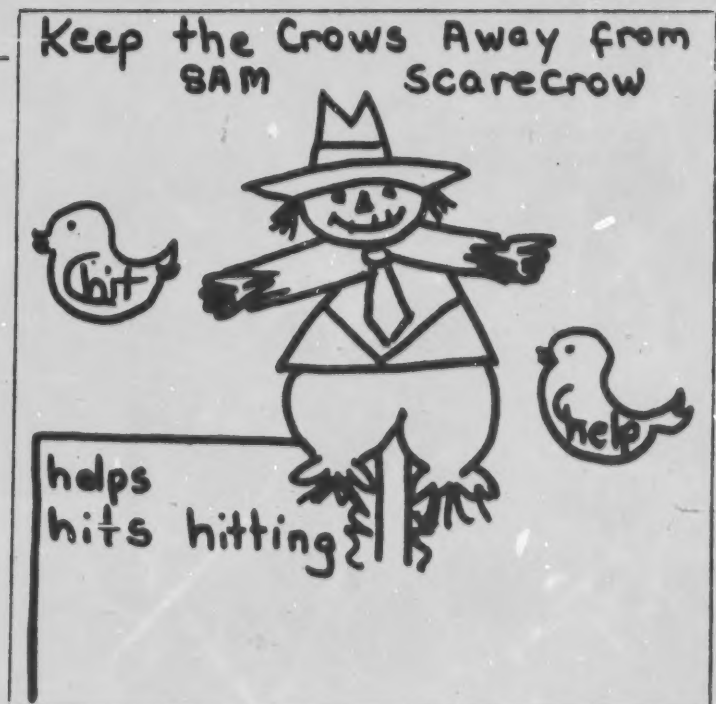
1. Take a crow out of the cornfield. Say the word and add s, ed, and ing.
2. Say the new words and write them on a sheet of paper.

MATERIALS NEEDED

1. 12 x 18 sheet of oaktag with scarecrow in cornfield
2. Crows in cornfield with words on them
3. Sheets of paper to write words on
4. Pencils

NOTE TO TEACHER

Evaluation: Checked by teacher or volunteer.



TEACHER OBJECTIVE

The student will be able to read sentences and add endings to specific words to make the sentences read correctly.

STUDENT OBJECTIVE

You will add endings to special words in sentences so the sentence can be read correctly.

DIRECTIONS FOR STUDENT

1. Read a sentence.
2. Look at the word on the pink card and say it.
3. Add a green card to make the sentence sound correct.
4. Do the other sentences the same way.
5. Ask someone to check your work.

MATERIALS NEEDED

1. 12 x 18 sheet of oaktag with a number of sentences on it
2. Leave a space for the verb and write it on a pink card, place it in the space.
Leave enough space to add the green ending cards.

NOTE TO TEACHER

Evaluation: Checked by teacher or volunteer.

1. I am going fish.

2. He help me.

s
ing
ed
er

TEACHER OBJECTIVE

The student will be able to identify words with different endings.

STUDENT OBJECTIVE

You will recognize words and use different endings with them.

DIRECTIONS FOR STUDENT

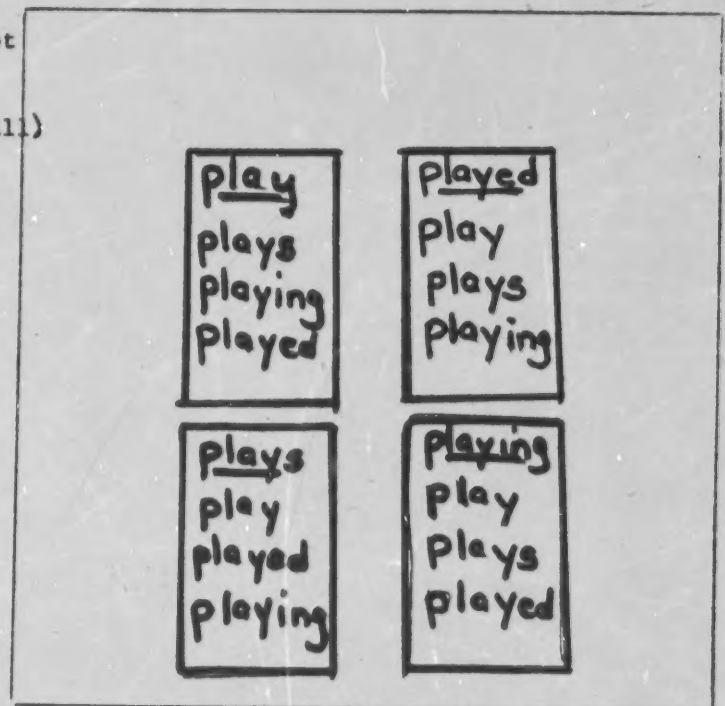
1. This game is played like Rummy.
2. Shuffle the cards and deal 7 to each player. The remaining cards are placed face down in the center of the table. The players sort their cards, placing the same root words together.
3. Any player who holds four cards with the same root word makes them into a book and lays them down. When he lays down a book, he must say the four words.
4. The player to the left of the dealer begins by drawing a card from the deck. He must also discard each time.
5. Playing continues until one person goes out.

MATERIALS NEEDED

1. Make four 2 x 4 cards for each root word to be practiced, placing a different word at the top of each card, (have at least 48 cards in all.)

NOTE TO TEACHER

Evaluation: Checked by peer.



TEACHER OBJECTIVE

The student will be able to know words with several different endings.

STUDENT OBJECTIVE

You will learn words with different endings.

DIRECTIONS FOR STUDENT

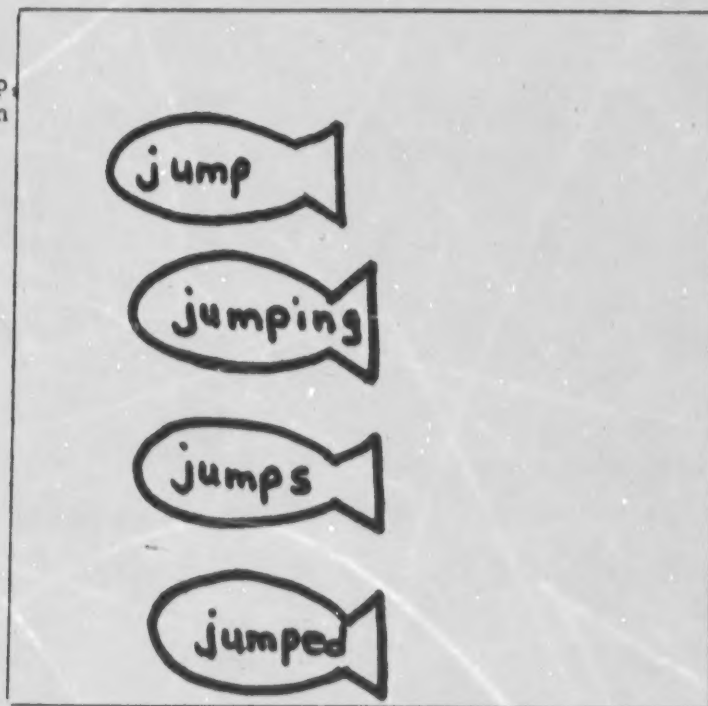
1. Shuffle the cards and deal 4 cards to each player.
2. The remaining cards are placed in the center.
3. First player to right of dealer asks another player for a card to complete his book naming the root word.
4. If he receives the card, he may ask again. He may continue to ask as long as he receives the card he is asking for.
5. If the person does not have the card asked for, he tells the player to "Go fish" and the player must draw from the pile. If the player draws the card asked for, he may ask for another card. When a book is completed, it is placed face down in front of the player. If the player does not draw what he asked for, the next player goes. The winner is the player with the most books, when all the books have been assembled.

MATERIALS NEEDED

1. Cards in the shape of fish (Each card has a verb printed on it, jump, jumps, jumped, jumping. 4 cards in each book, as many books as you want)

NOTE TO TEACHER

Evaluation: Checked by peer.



TEACHER OBJECTIVE

The student will be able to recognize the correct words and endings in a sentence.

STUDENT OBJECTIVE

You will be able to circle the word with the correct ending to complete each sentence.

DIRECTIONS FOR STUDENT

1. Read each sentence and circle the correct word.
2. Check your work with the answer sheet.

MATERIALS NEEDED

1. Laminated cards with sentences on them
2. Crayon
3. Answer sheet

My toy is (new, newer, newest) than your toy.

NOTE TO TEACHER

Evaluation: self-checking

1. My toy is (new,
newer, newest) than
your toy.
2.

S2

Finding the Root Word

The learner will be able to identify the
root word in an inflected form (having
an ending) or in a derived form
(having a prefix or suffix.)

TEACHER OBJECTIVE

The student will be able to identify root words having endings, prefixes, or suffixes.

STUDENT OBJECTIVE

You will be able to identify root words.

DIRECTIONS FOR STUDENT

1. Look at the words in the left hand column. These words will be root words.
2. Look at the words across from the root word and circle all of the root words on these words.
3. Check your work with the answer sheet.

MATERIALS NEEDED

1. Laminated cards with root words and root words plus an affix
2. Black crayon
3. Answer sheet

1. finish	refinish	finishing
2. reach	reached	reachable
3. sell	resell	selling
4. soft	softly	softner
5. kind	kindly	kindness

NOTE TO TEACHER

Evaluation: self-checking

TEACHER OBJECTIVE

The student will be able to match root words with suffixes.

STUDENT OBJECTIVE

You will be able to match a root word to suffixes.

DIRECTIONS FOR STUDENT

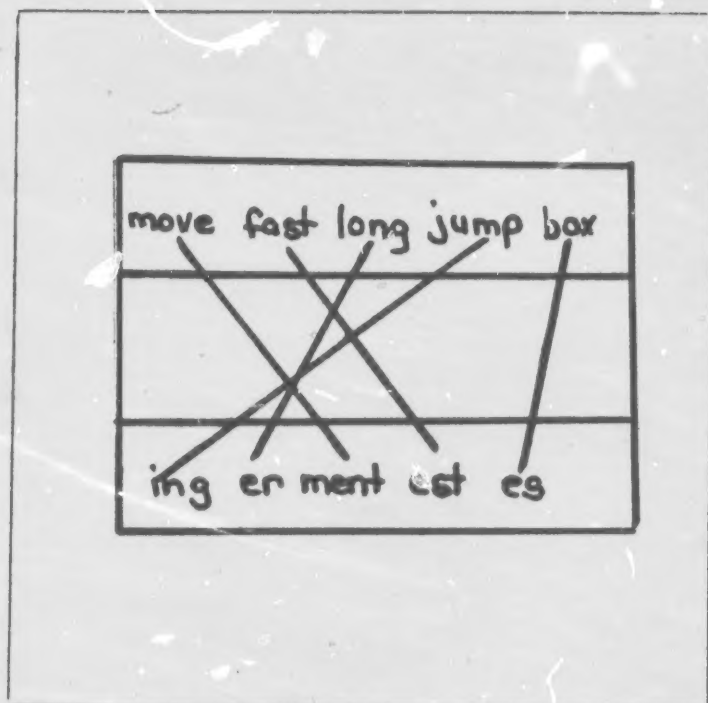
1. Look at the words on the top row of the card.
2. Find the suffix on the bottom row and match the yarn piece to it.
3. Check your work with the check list.

MATERIALS NEEDED

1. Oaktag cards 6" X 12" with root words on the top row and matching root words with a suffix on the bottom.
2. Yarn pieces
3. Check list

NOTE TO TEACHER

Evaluation: self-checking



TEACHER OBJECTIVE

The student will be able to identify root words and give additional examples.

STUDENT OBJECTIVE

You will be able to identify root words and give another word with the same root word.

DIRECTIONS FOR STUDENT

1. Choose a partner and decide who will go first.
2. Toss the disc and say the word and the root word where the disc lands.
3. Write on the score sheet another word that has the same root word.
4. The first player to complete 10 different words is the winner.
5. Check your list with the master list of words and root words to see if yours are all correct.

MATERIALS NEEDED

1. Oaktag sheet 12 X 18 with words squared off on it
2. Disc
3. Score sheet
4. Master lists of words

NOTE TO TEACHER

Evaluation: self-checking

locked	loves	hits		
going				

1. hitting
 2.
 3. ↓

words in each square

TEACHER OBJECTIVE

The student will be able to identify root words and words with affixes.

STUDENT OBJECTIVE

You will be able to identify the root word in words that have affixes.

DIRECTIONS FOR STUDENT

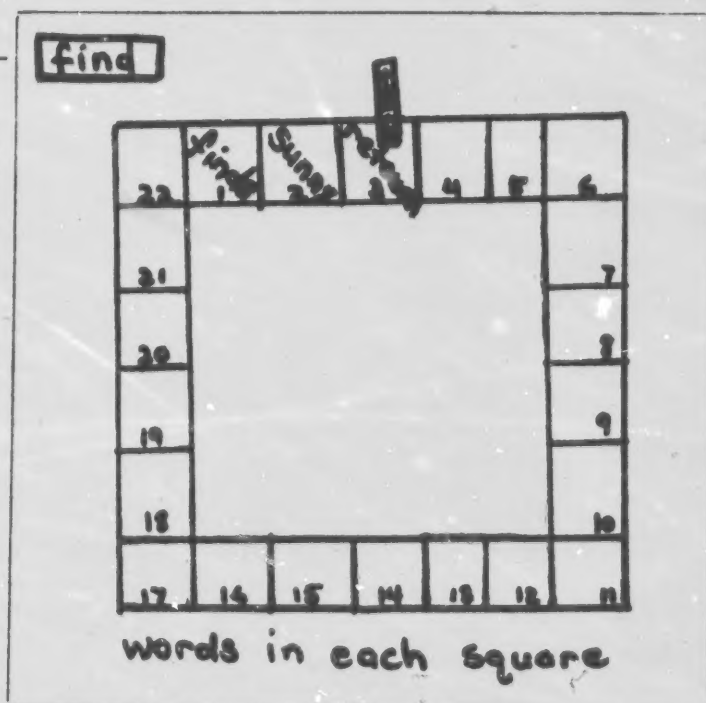
1. Look at the words on the card and say them to yourself.
2. On each clothespin will be a root word. Clip the correct one on the card that contains the root word.
3. Turn your card over when complete and if the numbers are in order from 1 - 20 beginning at the starting point, you have them correct.

MATERIALS NEEDED

1. 12 x 12 square of oaktag divided into 2" squares all around the board
2. Words with an affix in each square
3. Clothespins with root words on them numbered on the back of each pin to correspond in order with the word on the front

NOTE TO TEACHER

Evaluation: self-checking



TEACHER OBJECTIVE

The student will be able to identify root words.

STUDENT OBJECTIVE

You will be able to find root words.

DIRECTIONS FOR STUDENT

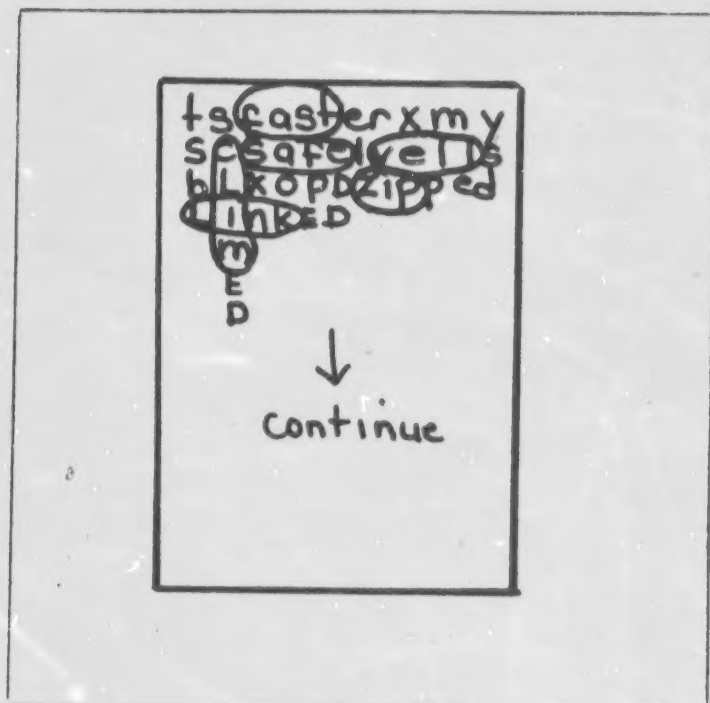
1. Look at the list of root words you are to find.
2. Look at the letter puzzles and find as many root words as possible and circle them as you find them.
3. Be sure to check them off the word list as you circle them.
4. Check your work with the answer sheet.

MATERIALS NEEDED

1. Mimeographed letter puzzle sheets
2. Word lists
3. Pencils
4. Answer sheet

NOTE TO TEACHER

Evaluation: self-checking



S3

Compound Words

Given a compound word, the
learner will be able to divide it
into its component parts.

TEACHER OBJECTIVE

Given two sets of words, the student will join pairs of words to form valid compound words.

STUDENT OBJECTIVE

You will be able to make compound words from two sets of words.

DIRECTIONS FOR STUDENT

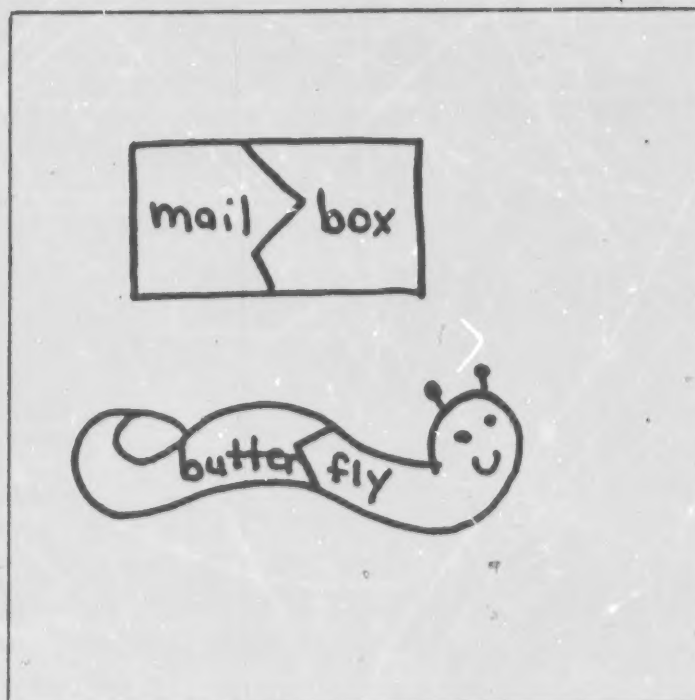
1. Look at the puzzle pieces.
2. Fit the correct puzzle pieces together and say the word it makes.
3. Write these words on a paper provided.
4. Check your work with the answer sheet.

MATERIALS NEEDED

1. Oaktag puzzle cards in any shape - worms, hands
2. Paper and pencils
3. Answer sheet

NOTE TO TEACHER

Evaluation: Self-checking



TEACHER OBJECTIVE

Given two sets of words, the student will join pairs of words to form valid compound words.

STUDENT OBJECTIVE

You will make compound words out of given words.

DIRECTIONS FOR STUDENT

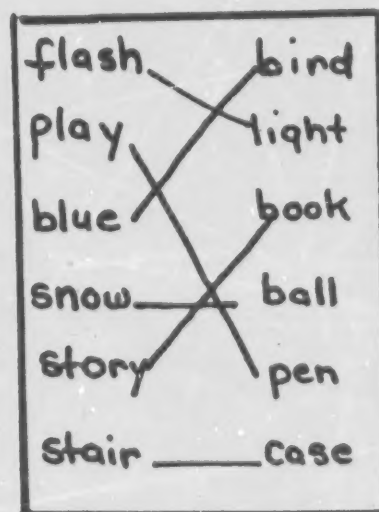
1. Make compound words by placing each yarn piece on the left with the correct word in the right column.
2. Write each word in a sentence.
3. Give your sentences to your teacher.

MATERIALS NEEDED

1. 12 X 18 sheet of oaktag
2. Words listed on each side of sheet
3. Yarn to connect words

NOTE TO TEACHER

Evaluation: checked by teacher



TEACHER OBJECTIVE

The student will be able to identify compound words and use them in sentences.

STUDENT OBJECTIVE

You will read compound words and use them in sentences.

DIRECTIONS FOR STUDENT

1. This game is played like Rummy.
2. Shuffle the cards and deal seven out.
3. The player to the left of the dealer begins by drawing a card. If he can make a compound word from two of his cards, he puts the cards down on the table, says the word and uses it in a sentence. He then discards.
4. Continue playing in this manner until someone runs out of cards. This player is the winner.

MATERIALS NEEDED

1. Word cards



NOTE TO TEACHER

Evaluation: checked by peer

This game hasn't been tested for workability.

TEACHER OBJECTIVE

The student will recognize compound words and match them with other compound words.

STUDENT OBJECTIVE

You will learn compound words of different meanings.

DIRECTIONS FOR STUDENT

1. Turn cards face down and mix them up. Each player draws seven cards. If there are any left, they are for the boneyard.
2. First player puts down a card. Next player looks at his cards to see whether he has one that will make a compound word.
3. If he can make a word, he places it next to the one already played. Continue playing like dominoes until all of them are used or you are blocked so that no one can play. If you can't play, draw from the pile until you are able to play.

MATERIALS NEEDED

1. Domino cards with base words that can make compound words.
2. Compound words which can be used are outside, sidewalk, walkout, outline, lineman, manpower, powerhouse, houseboat, boatman.

NOTE TO TEACHER

Evaluation: checked by peer

side	walk	out
------	------	-----

TEACHER OBJECTIVE

Given two sets of words, the student will join pairs of words to form valid compound words.

STUDENT OBJECTIVE

You will be able to make compound words from two sets of words.

DIRECTIONS FOR STUDENT

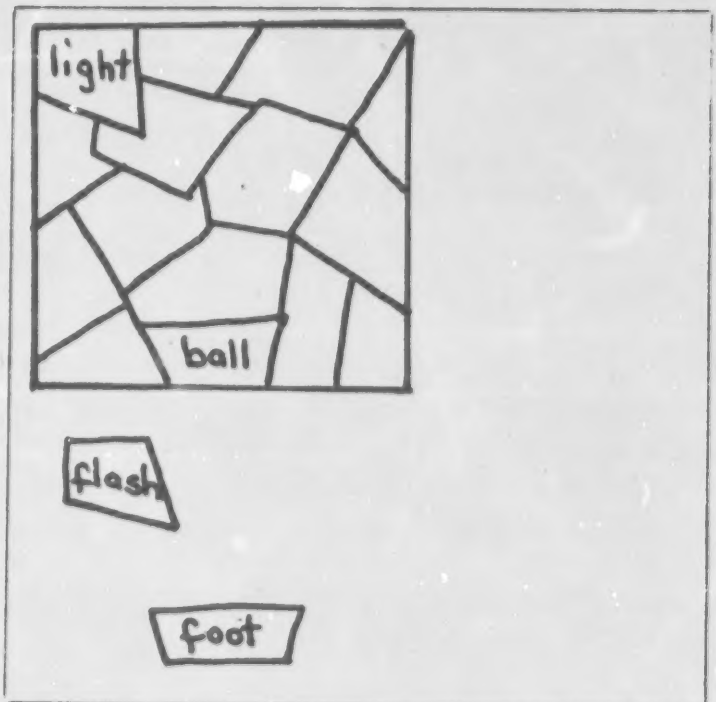
1. Match compound word puzzle pieces to the other half of word on the board until all pieces are in place.

MATERIALS NEEDED

1. Two pieces of 9" square oaktag -
Cut one piece into various shapes and print the first part of a compound word on each. Copy these puzzle pieces on the other piece of oaktag with a marker, and write the last part of each compound word in the corresponding shape.

NOTE TO TEACHER

Evaluation: self-checking



S4

Contractions

The learner will be able to
write the two words for which
a contraction stands.

TEACHER OBJECTIVE

The student will be able to recognize the two words for which a contraction stands.

STUDENT OBJECTIVE

You will be able to match two words to the correct contraction.

DIRECTIONS FOR STUDENT

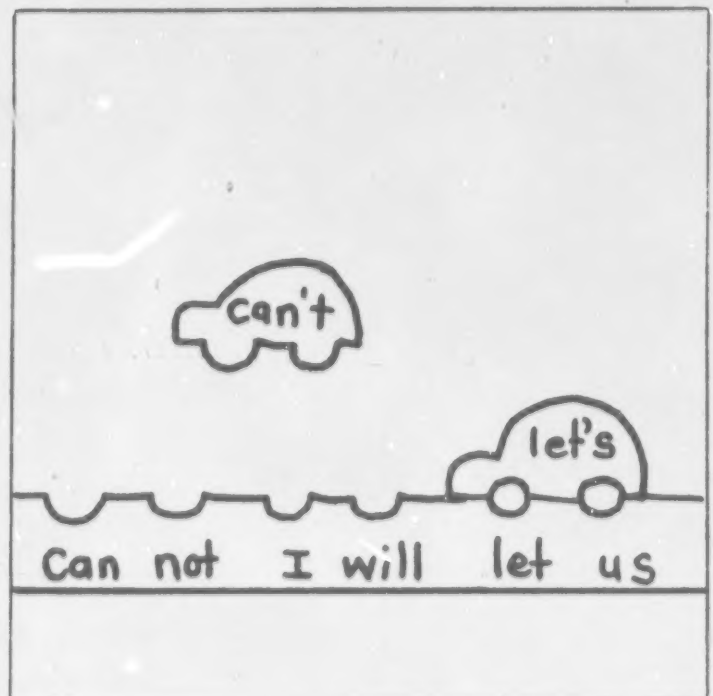
1. Look at the contractions on the cars and match their wheels to the right words.
2. When you have completed all the cars, take them out in the order you have put them in from left to right and they should be in order on the backs from 1-10.

MATERIALS NEEDED

1. Word strips with ten sets of words to form contractions, with semi-circles cut out along them
2. Car shaped contraction cards with the correct number on the back for checking
3. Saying above cards - Bumpety, bump!
Help me jump!
Off I go!
But I need you
so!

NOTE TO TEACHER

Evaluation: self-checking



TEACHER OBJECTIVE

The student will recognize two words for which a contraction stands in a sentence.

STUDENT OBJECTIVE

You will be able to match the correct contraction to two given words in a sentence.

DIRECTIONS FOR STUDENT

1. Read the first sentence and notice the words printed in red.
2. Look through the contraction cards, find the one that stands for the words printed in red, and place it over them.
3. Do the same thing with every sentence.
4. Write the contractions and word pairs on paper.
5. Give your paper to your teacher.

MATERIALS NEEDED

1. Large sheet of oaktag (12 X 18) with sentences written on it; words in red that are to be changed
2. Word cards with contractions on them
3. Paper and pencil

NOTE TO TEACHER

Evaluation: checked by teacher

Bill will not play.
I will watch.

won't

I'll

We've

TEACHER OBJECTIVE

The student will be able to match contractions with the correct pair of words.

STUDENT OBJECTIVE

You will be able to match contractions with the correct pair of words.

DIRECTIONS FOR STUDENT

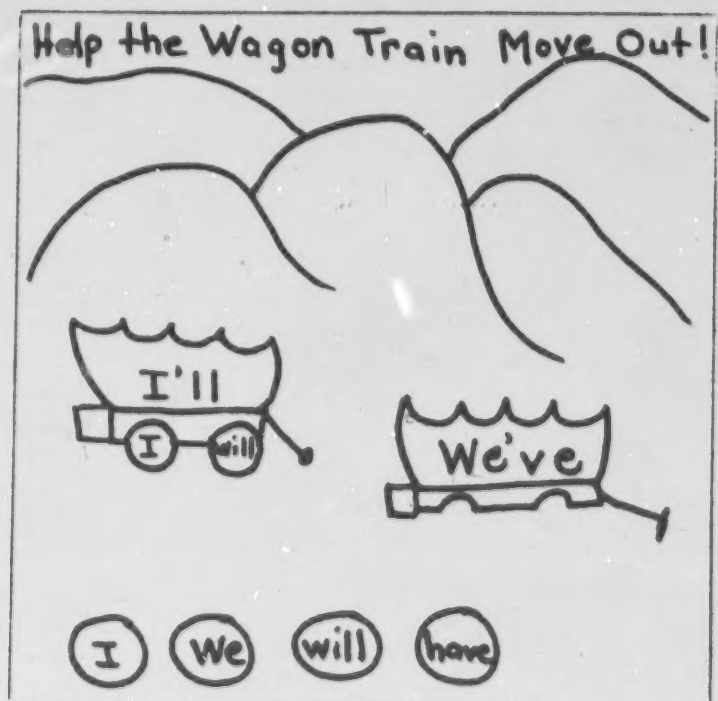
1. Look at the wheels with the words on them.
2. Place them on the wagon with the correct contraction.
3. The wheels should both be the same color.
4. Lift the lid on the tool box for the correct answer.

MATERIALS NEEDED

1. 12 X 18 sheet of oaktag with a mountain scene and covered wagon on it
2. Wheel cards with words on them, several sets of each color
3. Tool box on back of covered wagon with answer in it

NOTE TO TEACHER

Evaluation: self-checking



TEACHER OBJECTIVE

The student will match pairs of words to corresponding contractions and use the contractions in sentences.

STUDENT OBJECTIVE

You will match the pairs of words with the correct contractions and use the contractions in sentences.

DIRECTIONS FOR STUDENT

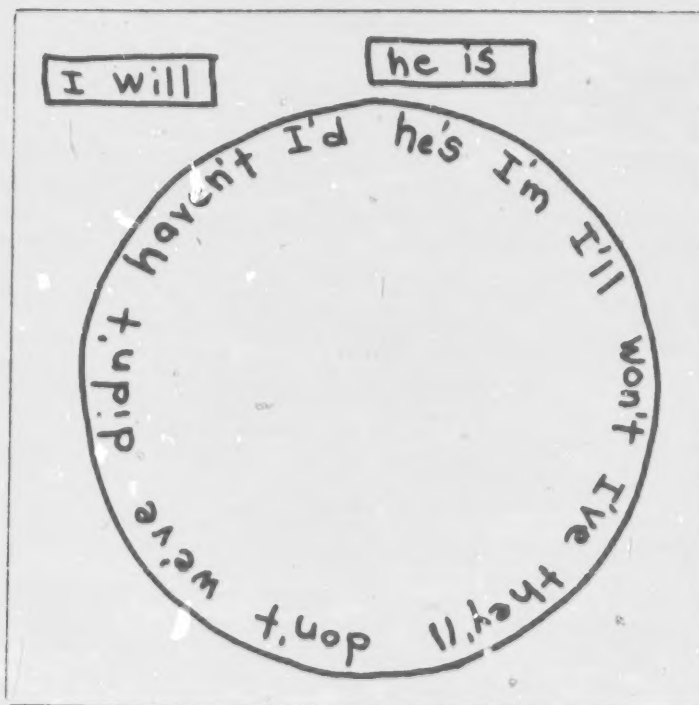
1. Choose a partner.
2. Each of you take turns placing a pair of words on a clothes pin with a contraction on the wheel, and say the contraction in a sentence.
3. When the wheel is filled, turn it over and all of the pins should be in order from one to twenty.

MATERIALS NEEDED

1. Wheel with 20 contractions on it
2. 20 clothes pins with the paired words on them and numbered correctly on the back

NOTE TO TEACHER

Evaluation: self-checking



TEACHER OBJECTIVE

The student will be able to match contractions with the two words for which they stand.

STUDENT OBJECTIVE

You will match contractions with the two words they stand for.

DIRECTIONS FOR STUDENT

1. Read each contraction on the top of the card.
2. Find the two words at the bottom that the contraction stands for.
3. Connect the contraction and the two words with the piece of yarn.
4. Check your work on the back of the card.

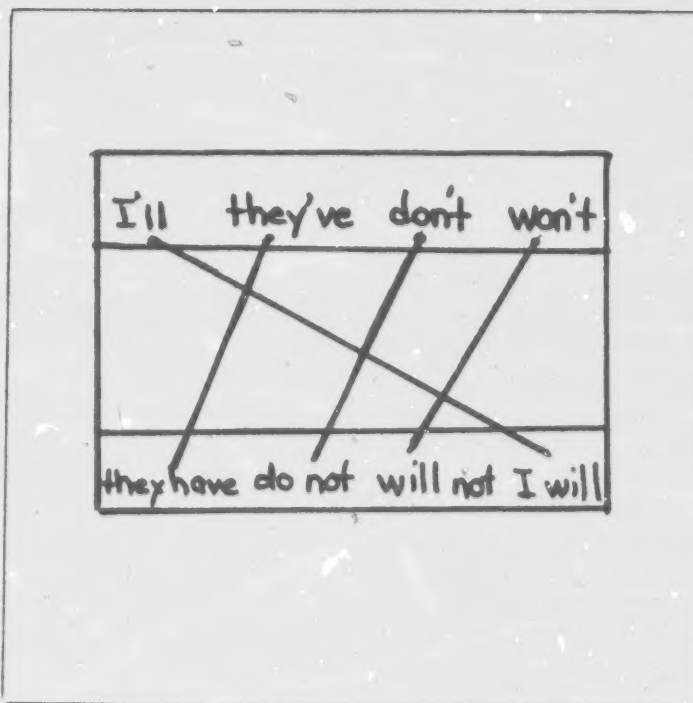
MATERIALS NEEDED

1. 4½ x 12 sheet of oaktag
(Divide the top and bottom of the card into six equal sections. Contractions are written on the top row with the corresponding answers on the bottom row in random order. Punch holes in each section so that using yarn or string, the child will be able to match the top and bottom.)
2. Sewing pattern on back for answers.

NOTE TO TEACHER

This could also be worked up with the battery and electrical connections.

Evaluation: self-checking



S5

Identifying Prefixes and Suffixes

The learner will be able
to identify prefixes and suffixes
in a list of derivatives.

TEACHER OBJECTIVE

The student will be able to identify the prefixes and suffixes of words and write the correct words.

STUDENT OBJECTIVE

You will be able to put the correct prefixes or suffixes with words and write them correctly.

DIRECTIONS FOR STUDENT

1. Look at the endings and beginnings below each word written on the carrot .
2. Add the ending or the beginning to the word and write it correctly on the response sheet. Be sure it makes a real word.
3. Check your answers under each carrot.

MATERIALS NEEDED

1. Double carrots made of construction paper, hinged together at the top. Write on the top carrot root words plus endings and/or beginnings. The inside carrot will have the correct answer.
2. Carrot-shaped response sheet
3. Pencils

NOTE TO TEACHER

Evaluation: Self checking.

It would be more meaningful to have the words used in written sentences.



TEACHER OBJECTIVE

The student will be able to identify prefixes and suffixes.

STUDENT OBJECTIVE

You will be able to mark the prefixes and suffixes on the tic-tac-toe game board.

DIRECTIONS FOR STUDENT

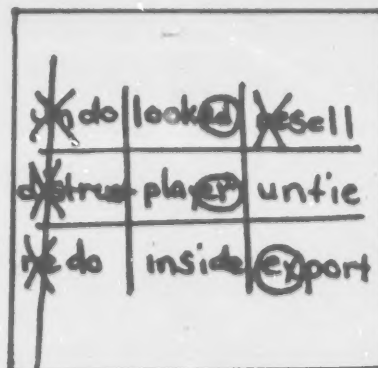
1. Find a partner.
2. Choose X or O.
3. Play this like "tic-tac-toe"; putting an X or O on the prefix or suffix in your word.

MATERIALS NEEDED

1. Laminated "tic-tac-toe" board
In each space on the board is written a derivative word (see diagram).
2. Black and red crayon

NOTE TO TEACHER

Evaluation: Checked by peer.



TEACHER OBJECTIVE

The student will be able to identify prefixes and suffixes in words and write them.

STUDENT OBJECTIVE

You will be able to identify prefixes and suffixes and write the correct word on a response sheet.

DIRECTIONS FOR STUDENT

1. Play with a partner, decide who is first.
2. Toss the disc onto the playing board. Say the word and write it on your response sheet, circling the suffix or prefix.
3. Next player takes a turn.
4. The first player to get ten different words on his list is the winner.
5. Turn your response sheet into your teacher.

MATERIALS NEEDED

1. Word board of 12X18 oaktag (Board is 2" squares with words written in the squares.)
2. Disc
3. Response sheet
4. Pencils

NOTE TO TEACHER

Evaluation: Checked by teacher.

under	export	uneasy	refinish
lonely	resell	packed	working
inside	locked	preview	childish

1. <u>preview</u>
2.
3.
4. ↓

TEACHER OBJECTIVE

The student will be able to identify prefixes and suffixes in given words.

STUDENT OBJECTIVE

You will be able to identify prefixes and suffixes in words.

DIRECTIONS FOR STUDENT

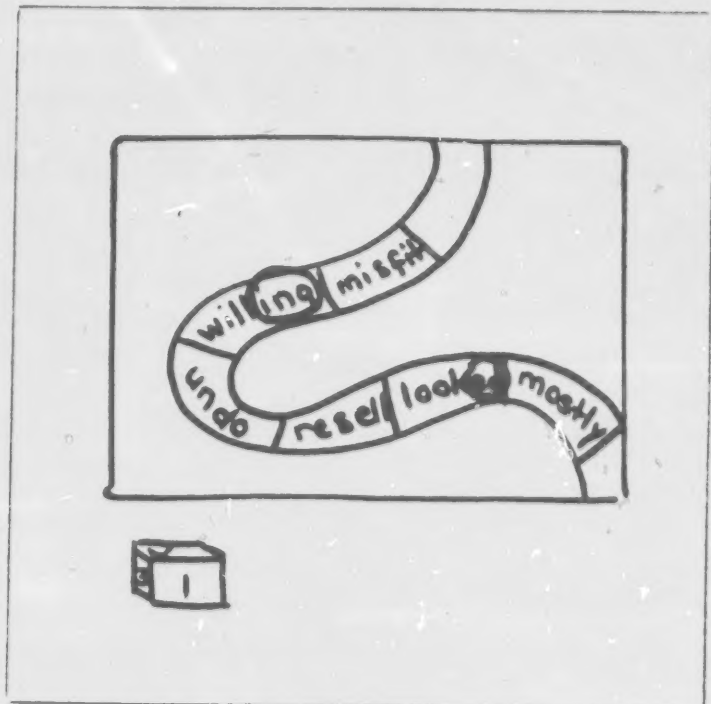
1. Play with a friend.
2. Choose a character marker.
3. Roll the die to see who goes first.
4. Take turns and move on the game the number you roll on a die.
5. As you land on a word, circle the prefix or suffix and say the word to your partner.
6. The first player to reach the end of the game board is the winner.

MATERIALS NEEDED

1. 12X18 laminated oaktag game board with Flintstone Trip on it
2. Flintstones character markers on crayons
3. Die

NOTE TO TEACHER

Evaluation: Checked by peer.



TEACHER OBJECTIVE

The student will be able to identify prefixes and suffixes.

STUDENT OBJECTIVE

You will be able to identify prefixes and suffixes.

DIRECTIONS FOR STUDENT

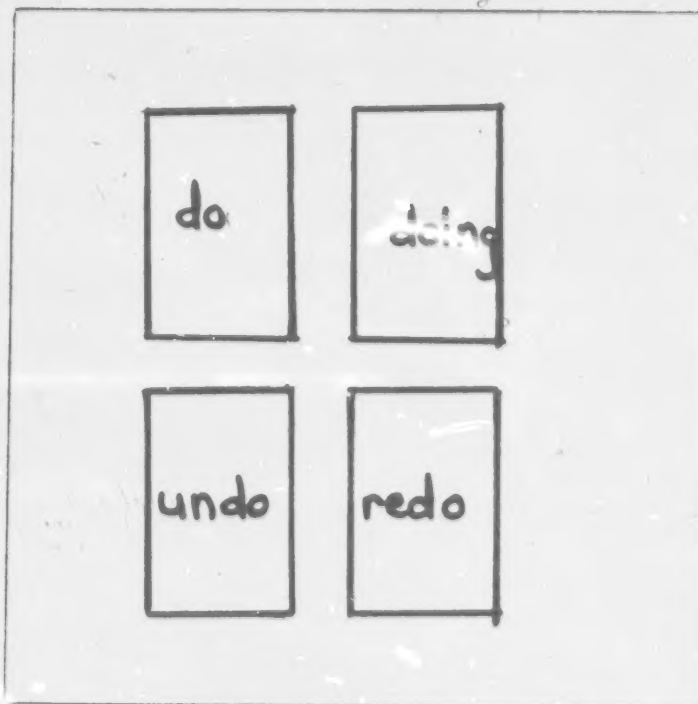
1. Each player receives seven cards. Place the remaining cards in the center.
2. The players group all cards with the same base word.
3. When a player holds four cards for the same base word, he makes a book and places it in front of him.
4. Each player will draw from the deck and discard.
5. The player with the most books at the end of the game will be the winner.

MATERIALS NEEDED

1. Word cards, four for each base (root) word to be studied.

NOTE TO TEACHER

Evaluation: Checked by peer.



S - 6

Use of Prefixes and Suffixes

Given a list of prefixes and suffixes, the learner
will be able to identify the affix to be
added to a given root word to make
sense in a sentence

TEACHER OBJECTIVE

The student will be able to make new words by adding prefixes to suitable root words.

STUDENT OBJECTIVE

You will make new words by matching the prefixes with root words.

DIRECTIONS FOR STUDENT

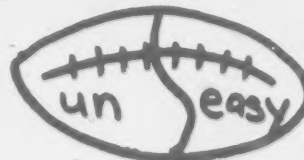
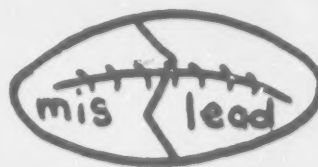
1. Take out the puzzle pieces.
2. Put the puzzle pieces together, matching the root words with the prefixes.
3. On the sheet of paper, use the new words you've made in the sentences.
4. Turn your sentences into your teacher.

MATERIALS NEEDED

1. Oaktag word cards in the shape of footballs (Each football card is cut irregularly with the root word on one side and the prefix on the other. Only the two correct puzzle pieces will match)
2. Response sheet and pencil

NOTE TO TEACHER

Evaluation: Self checking and checked by teacher.



TEACHER OBJECTIVE

The student will be able to make new words by adding prefixes to given root words.

STUDENT OBJECTIVE

You will make new words by adding prefixes to root words.

DIRECTIONS FOR STUDENT

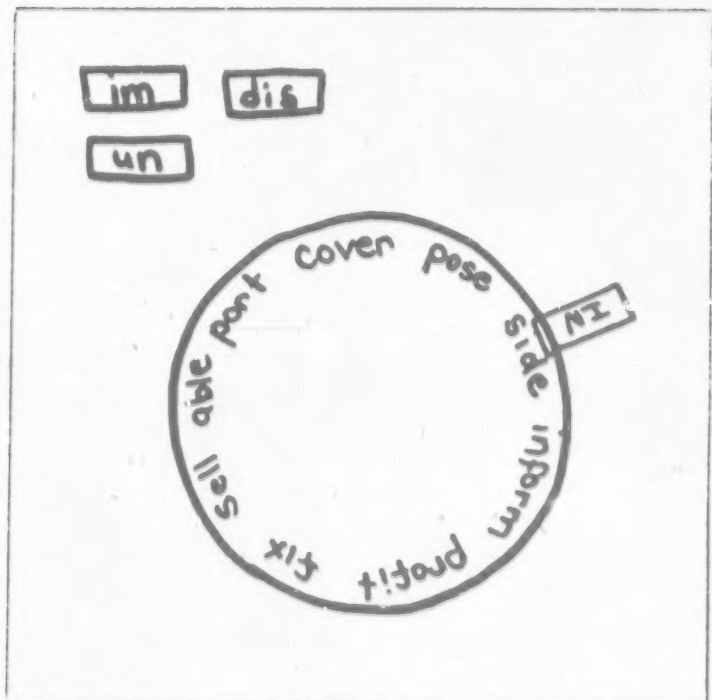
1. Look at the word wheel, and say the root words.
2. The clothespins have some prefixes written on them.
Put the clothespins on the wheel by the root words to make new words.
3. Write your new words on the response sheet.

MATERIALS NEEDED

1. Word wheel on which root words have been written
2. Clothespins which have been labeled with corresponding prefixes
3. Response sheet and a pencil

NOTE TO TEACHER

Evaluation: Checked by teacher or volunteer.



TEACHER OBJECTIVE

Given a list of root words, the student will make new words by adding prefixes and suffixes.

STUDENT OBJECTIVE

You will make new words by adding the correct prefixes or suffixes to root words.

DIRECTIONS FOR STUDENT

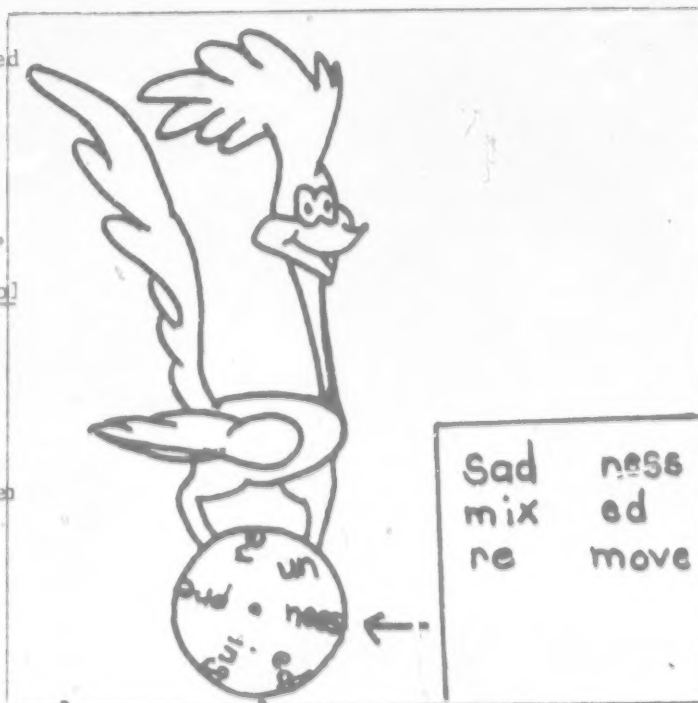
1. Find a partner. Each of you will have a worksheet.
2. Spin the Road Runner's dial to see which prefix or suffix you land on and add it to a word on your list.
3. If you land on a prefix or suffix that you can't use, you lose your turn.
4. The first person to finish the worksheet correctly wins.
5. Turn your worksheet into your teacher.

MATERIALS NEEDED

1. Dial of prefixes and suffixes divided and labeled re-, -ness, fore-, -ed, -ing, un-, -ish, pre-
2. Worksheet with list of root words
(Lines should be typed before and after each root word. Words on the work sheet might be: sad, mix, head, place, mind, said, vent, foolish, father, open, done, apply, move, food, cry.)
3. Pencil

NOTE TO TEACHER

Evaluation: Checked by peer and teacher



TEACHER OBJECTIVE

Given a list of root words, prefixes, and suffixes, the student will identify the affix which makes sense when added to the root word, and write the word on paper.

STUDENT OBJECTIVE

You will find the prefix or suffix that makes sense when added to a root word and write the new word on paper.

DIRECTIONS FOR STUDENT

1. Take out the list of prefixes, suffixes, and root words.
2. Find the prefix or suffix that goes with the first root word.
3. Write the new word you've made on a sheet of paper.
4. Continue in this way with all of the root words.
5. Turn your paper into your teacher.

MATERIALS NEEDED

1. 4 x 8 sheet of oaktag listing prefixes and suffixes.
2. 4 x 8 sheet of oaktag listing root words.
3. Paper and pencil.

NOTE TO TEACHER

Evaluation: Checked by teacher or volunteer.

anti	er	freeze
dis	able	hand
ex	ful	harm
im	ish	child
in	ly	friend
pre	ed	normal
re	y	in
un	ward	move
non	ment	lead
mis	less	view

TEACHER OBJECTIVE

Given a list of prefixes and suffixes, the student will be able to identify which is to be added to given root words to make sense in a sentence.

STUDENT OBJECTIVE

You will decide which prefix or suffix goes with the root word to make sense in the sentence.

DIRECTIONS FOR STUDENT

1. Look at the list of prefixes and suffixes.
2. Now read the first sentence.
3. You see that one word has a blank.
4. In the blank, write the prefix or suffix that makes sense.
5. Do the same thing with the other sentences.
6. Ask someone to check your work.

MATERIALS NEEDED

1. Laminated sheet with sentences (see diagram)
2. List of prefixes and suffixes
3. Black crayon

NOTE TO TEACHER

Evaluation: Checked by teacher or volunteer.

1. The chair is
arm — .

2. The page is
— complete.

in			
less	ist	y	ist
re	er	ex	non
pre	ful	im	ish

S7

Number of Syllables in a Word

The learner will be able to indicate
the number of syllables heard in a dictated
word by counting the vowel sounds.

TEACHER OBJECTIVE

The student will be able to tell the number of syllables in a word.

STUDENT OBJECTIVE

You will be able to tell how many syllables a word has.

DIRECTIONS FOR STUDENT

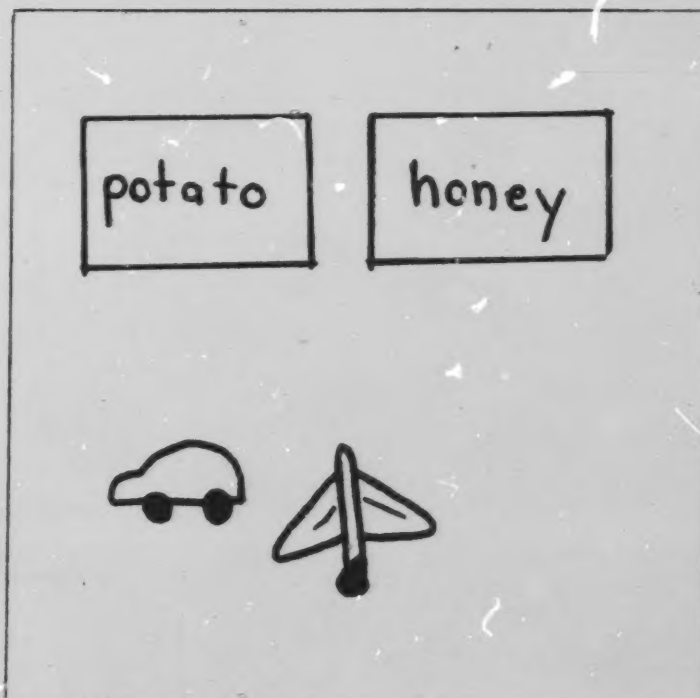
1. Choose a partner.
2. Put your marker on number one.
3. Draw a word card. Say the word and tell your partner how many syllables are in the word.
4. If you are correct, you may move as many spaces as there are in the word.
5. You may check your partner's word by using a dictionary.

MATERIALS NEEDED

1. Iowa road map with numbered stops around the state beginning with #1 at Cedar Rapids (World map could be used with airplanes.)
2. Number cities
3. Markers (discs, planes, cars)
4. Word cards
5. Dictionary - My Second Pictionary

NOTE TO TEACHER

Evaluation: Checked by peer



TEACHER OBJECTIVE

The student will be able to give the correct number of syllables for a given word.

STUDENT OBJECTIVE

You will be able to give the correct number of syllables in a word.

DIRECTIONS FOR STUDENT

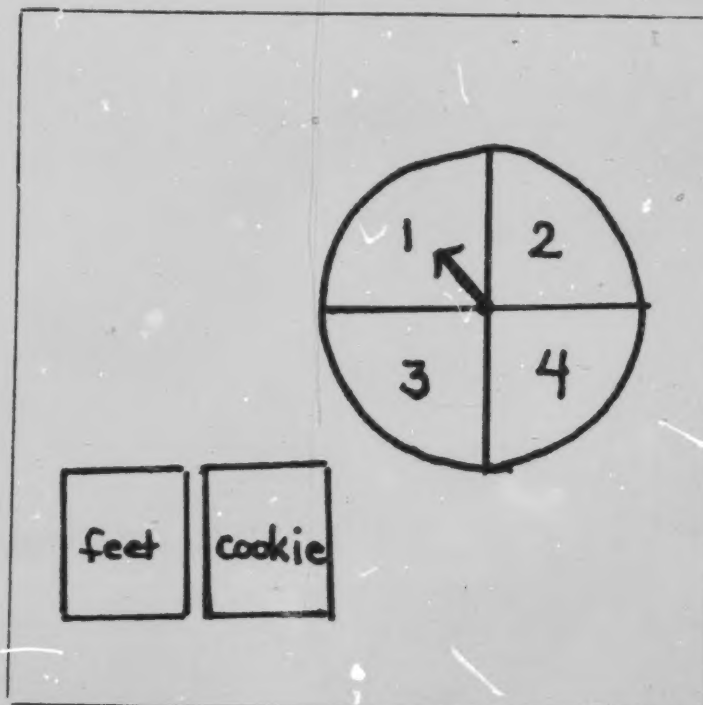
1. Shuffle the cards and deal five to each player. Put the rest of the cards in a pile in the middle.
2. Player to left of dealer begins play by spinning the spinner.
3. He may lay down any card in his hand that has the same number of syllables as the spinner indicates.
4. If he has none, the next player takes his turn.
5. The first player must replace from the card pile the same number of cards that he laid down so that he always has five cards in his hand.
6. The winner is the one who has the most cards laid down when the card pile is gone.

MATERIALS NEEDED

1. Oaktag spinner dial with 1,2,3,4
2. 40-48 word cards with 1-4 syllables

NOTE TO TEACHER

Evaluation: Checked by peer.



TEACHER OBJECTIVE

The student will be able to recognize how many syllables a given word has.

STUDENT OBJECTIVE

You will be able to tell how many syllables a word has.

DIRECTIONS FOR STUDENT

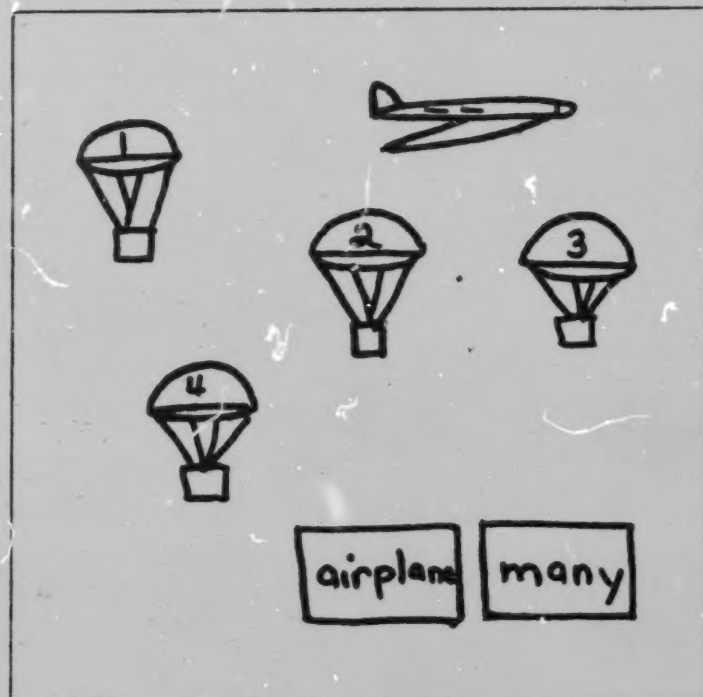
1. Look at the words on the cards. Decide how many syllables each word has.
2. Place the words under the parachute that correctly identifies the number of syllables.
3. Check your answers on the check sheet.

MATERIALS NEEDED

1. 12X18 sheet of oaktag with an airplane and four parachutes falling in the sky
2. Numbers 1,2,3,4 on them
3. Word cards
4. Check sheet

NOTE TO TEACHER

Evaluation: Self checking



TEACHER OBJECTIVE

The student will decide how many syllables a given word has.

STUDENT OBJECTIVE

You will be able to tell how many syllables a word has.

DIRECTIONS FOR STUDENT

1. Choose a partner.
2. Shuffle cards and choose a playing board.
3. First player draws a card and places it in a column with the correct number of syllables. Say the word to your partner. May be checked with dictionary.
4. First player to fill the board is the winner.

MATERIALS NEEDED

1. Word cards 40-48 (Cards with "Lose a turn," and "Take two turns" are also included.)
2. Playing boards with columns marked
3. Dictionary

NOTE TO TEACHER

Evaluation: Checked by peer.

fish	go	insect	refrigerator
uncover	belong	invest	insect
1	2	3	4

TEACHER OBJECTIVE

The student will be able to tell the number of syllables in a word.

STUDENT OBJECTIVE

You will be able to tell how many syllables there are in a word.

DIRECTIONS FOR STUDENT

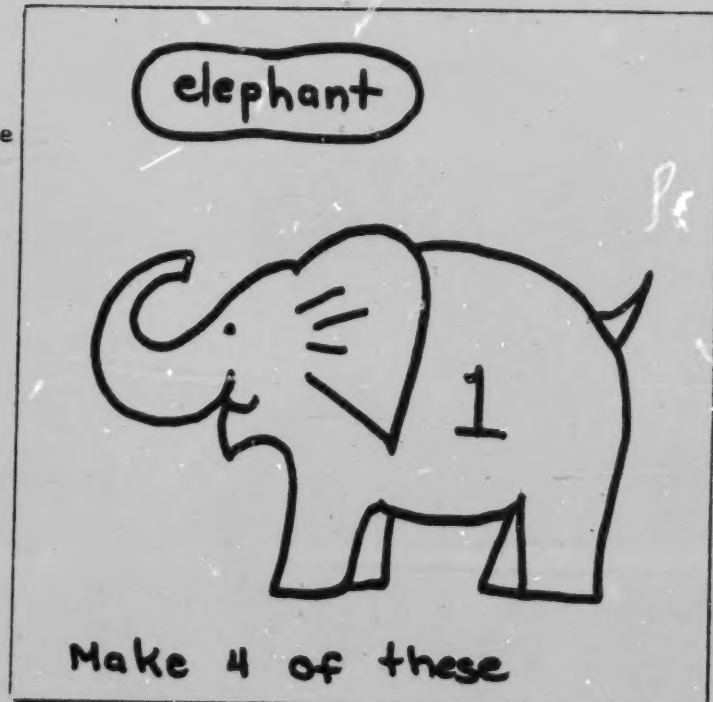
1. Look at the word on a peanut.
2. Decide how many syllables the word has. Feed it to the elephant with the correct number on it.
3. When you have fed all of the peanuts to the elephant, check the sheet on the bottom of the container to see if you have them in the right place.

MATERIALS NEEDED

1. Word cards in shape of peanuts
2. Four elephant containers with the numbers 1, 2, 3, 4
3. Check list of words which should be in each container

NOTE TO TEACHER

Evaluation: Self checking.



S8

Application of Vowel Principles to Syllables

The learner will be able to apply vowel principles to syllables and indicate whether the vowel sound in a syllable is long, short, or with r.

TEACHER OBJECTIVE

The student will be able to recognize the vowel sound heard in the first syllable of a two-syllable nonsense word and indicate if it is long, short, or with r.

STUDENT OBJECTIVE

You will be able to tell if the vowel sound you hear in the first syllable of a two-syllable nonsense word is long, short or with r.

DIRECTIONS FOR STUDENT

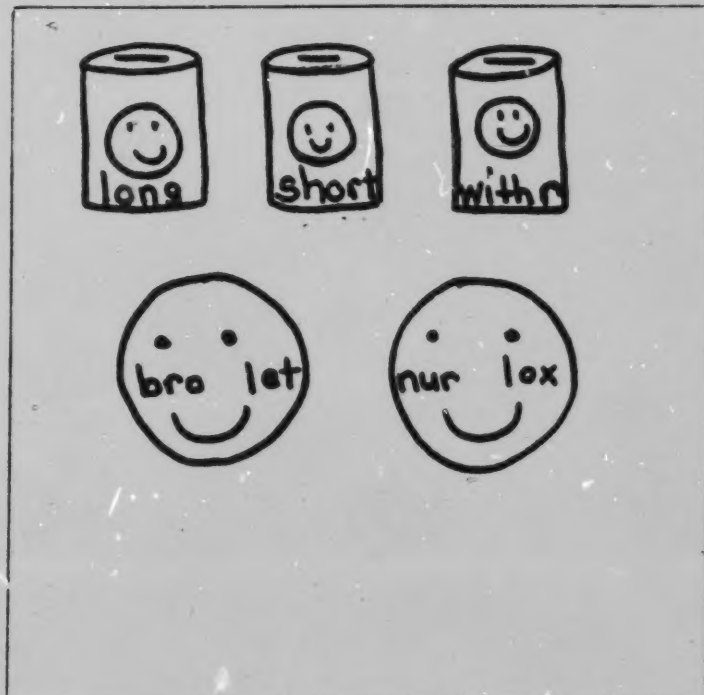
1. Say the nonsense word on each "Smiley Face."
2. Put each in the container marked to indicate the corresponding vowel sound (long, short, or with r.)
3. Look at the lists on the bottoms of the containers to see if you put them in the correct ones.

MATERIALS NEEDED

1. Three containers with Smiley Faces on them
2. Nonsense word cards in shape of smiley faces
3. Checklist for each container

NOTE TO TEACHER

Evaluation: self-checking



TEACHER OBJECTIVE

The student will be able to recognize the vowel sound heard in the first syllable of a two-syllable nonsense word and indicate if it is long, short, or with r.

STUDENT OBJECTIVE

You will be able to tell if the vowel sound heard in the first syllable of a two-syllable nonsense word is long, short or with r.

DIRECTIONS FOR STUDENT

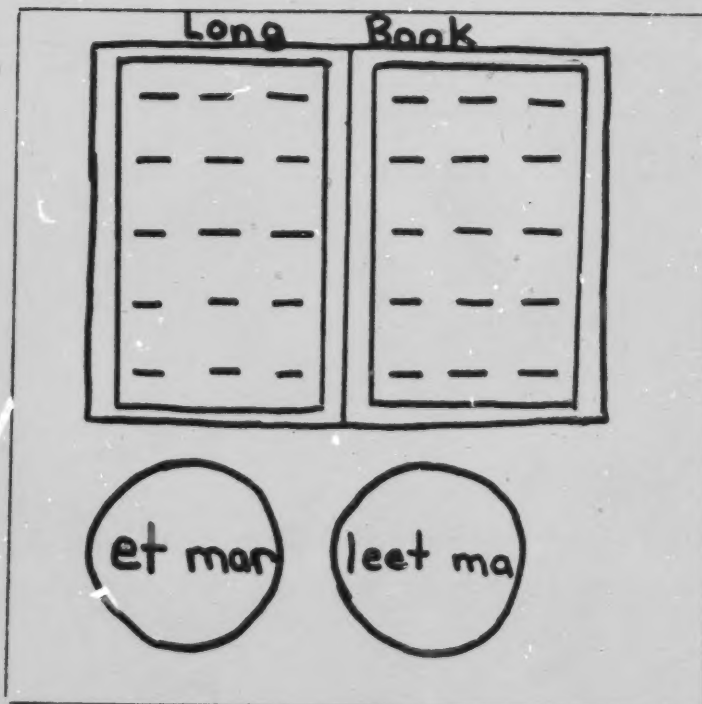
1. Look at the coins with nonsense words on them.
2. Decide if the vowel sound heard in the first syllable is long, short or with r and place it in the proper coin book.
3. When you have all the coins placed, check with the answer sheet to see if you have them in the right book.

MATERIALS NEEDED

1. Three construction paper books with slots on the inside to place word coins
2. Coin shaped nonsense word cards
3. Checklists of words

NOTE TO TEACHER

Evaluation: self-checking



TEACHER OBJECTIVE

The student will be able to recognize the vowel sound heard in the first syllable of a two-syllable nonsense word and indicate if it is long, short, or with r.

STUDENT OBJECTIVE

You will be able to tell if the vowel sound heard in the first syllable of a two-syllable nonsense word is long, short, or with r.

DIRECTIONS FOR STUDENT

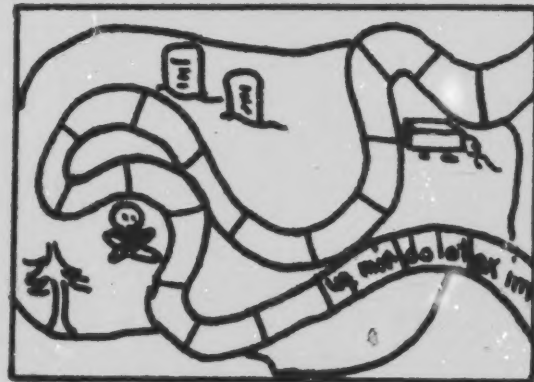
1. Choose a character and roll die to see who goes first.
2. Move according to the number rolled on die.
3. When you land, say the nonsense word and mark it on the space provided, whether it is long, short, or with r.
4. One to reach the end of game is the winner.

MATERIALS NEEDED

1. Laminated trail game board-Haunted Island
2. Characters on crayons of Scooby-Doo
3. Die

NOTE TO TEACHER

Evaluation: checked by peer



TEACHER OBJECTIVE

The student will be able to recognize the vowel sound heard in the first syllable of a two-syllable nonsense word and indicate if it is long, short, or with r.

STUDENT OBJECTIVE

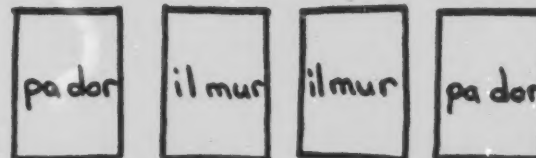
You will be able to match two nonsense words that have the same vowel sound heard in the first syllable.

DIRECTIONS FOR STUDENT

1. Play like "Old Maid." Shuffle cards and deal all of cards.
2. First player draws from other player and matches two nonsense words that have the same vowel sound in the first syllable.
3. When you lay a pair down, say the word and indicate if it is long, short, or with r.
4. The player with the most pairs wins.

MATERIALS NEEDED

1. Set of 24 matching nonsense word cards



NOTE TO TEACHER

Evaluation: checked by peer

TEACHER OBJECTIVE

The student will be able to recognize the vowel sound heard in the first syllable of a two-syllable nonsense word and indicate if it is long, short, or with r.

STUDENT OBJECTIVE

You will be able to tell if the vowel sound heard in the first syllable of a two-syllable nonsense word is long, short, or with r.

DIRECTIONS FOR STUDENT

1. Look at the list of two-syllable nonsense words.
2. Beside each word write two more nonsense words with the same vowel sound in the first syllable.
3. Mark whether these are long, short, or with r.
4. Have someone check your work.

MATERIALS NEEDED

1. Mimeographed nonsense word sheets
2. Pencils

NOTE TO TEACHER

Evaluation: checked by teacher or volunteer

	with
1. at kin — —	✓
2. si mor — —	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

S9

Dividing Nonsense Words into Syllables

Given a list of two-syllable nonsense words, the learner will be able to divide them into syllables according to the principles of syllabication.

TEACHER OBJECTIVE

The student will be able to divide two-syllable nonsense words according to the principles of syllabication.

STUDENT OBJECTIVE

You will be able to divide two-syllable nonsense words according to the principles of syllabication.

DIRECTIONS FOR STUDENT

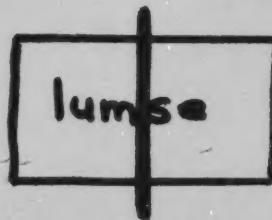
1. Look at the nonsense word cards.
2. Say the words and decide where these words should be divided.
3. Take colored strips of paper and place them where the word divisions should be.
4. Check your work with the answer sheet.

MATERIALS NEEDED

1. Nonsense word cards
2. Colored strips of paper
3. Answer sheet

NOTE TO TEACHER

Evaluation: self-checking



TEACHER OBJECTIVE

The student will be able to divide two-syllable nonsense words according to the principles of syllabication.

STUDENT OBJECTIVE

You will be able to divide two-syllable nonsense words according to the principles of syllabication.

DIRECTIONS FOR STUDENT

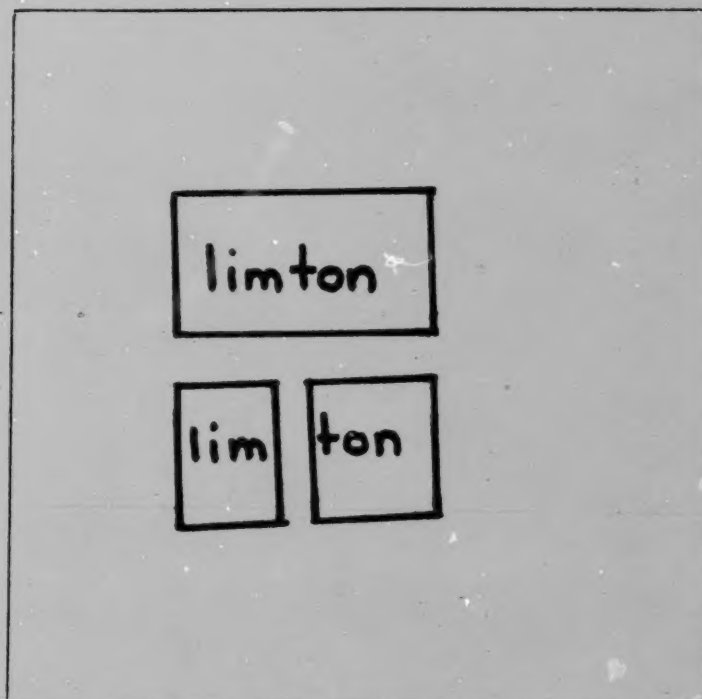
1. Look at the nonsense word cards.
2. Decide where these words should be divided.
3. Cut the cards in two and place them in a row to be checked.
4. Check your answers with the answer sheet.

MATERIALS NEEDED

1. Nonsense word cards
2. Scissors
3. Answer sheet

NOTE TO TEACHER

Evaluation: self-checking



TEACHER OBJECTIVE

The student will be able to divide two-syllable nonsense words according to the principles of syllabication.

STUDENT OBJECTIVE

You will be able to divide two-syllable nonsense words according to the principles of syllabication.

DIRECTIONS FOR STUDENT

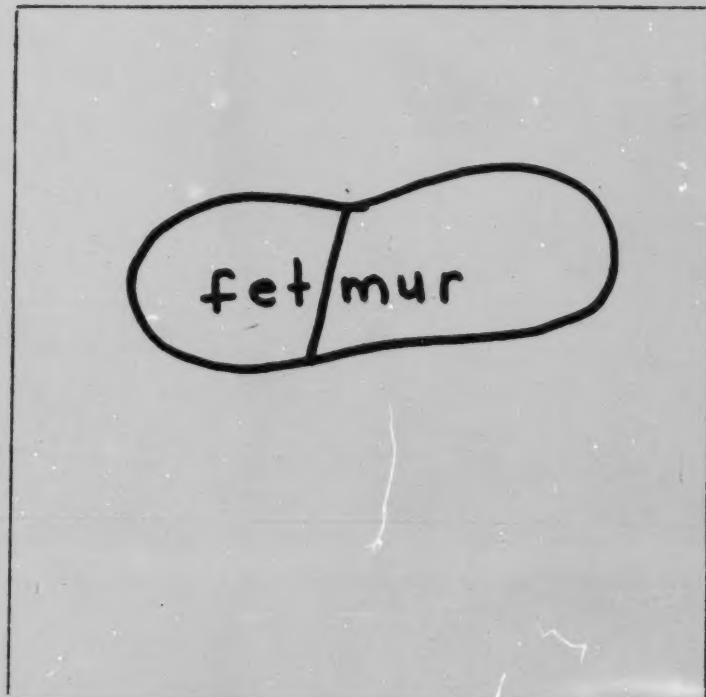
1. Look at nonsense words on the peanut words.
2. Decide where these words should be divided.
3. Use the black crayon to mark where the word division should be.
4. Check your work with the answer sheet.

MATERIALS NEEDED

1. Laminated nonsense word cards in shape of peanuts
2. Black crayon
3. Answer sheet

NOTE TO TEACHER

Evaluation: self-checking



TEACHER OBJECTIVE

The student will be able to divide two-syllable nonsense words according to the principles of syllabication.

STUDENT OBJECTIVE

You will be able to divide two-syllable nonsense words according to the principles of syllabication.

DIRECTIONS FOR STUDENT

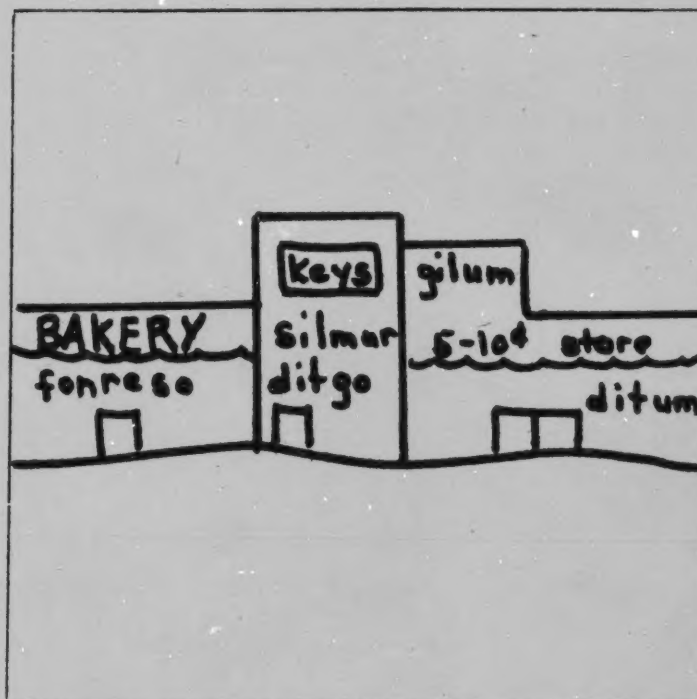
1. Look at the worksheet.
2. Say the words on each of the store fronts.
3. Decide where the word divisions should be.
4. Mark the divisions and do each of the words on the windows.
5. Check your work with the answer sheet.

MATERIALS NEEDED

1. Worksheet with store fronts with nonsense words on the windows
2. Pencils
3. Answer sheet

NOTE TO TEACHER

Evaluation: self-checking



TEACHER OBJECTIVE

The student will be able to divide two-syllable nonsense words according to the principles of syllabication.

STUDENT OBJECTIVE

You will be able to divide two-syllable nonsense words according to the principles of syllabication.

DIRECTIONS FOR STUDENT

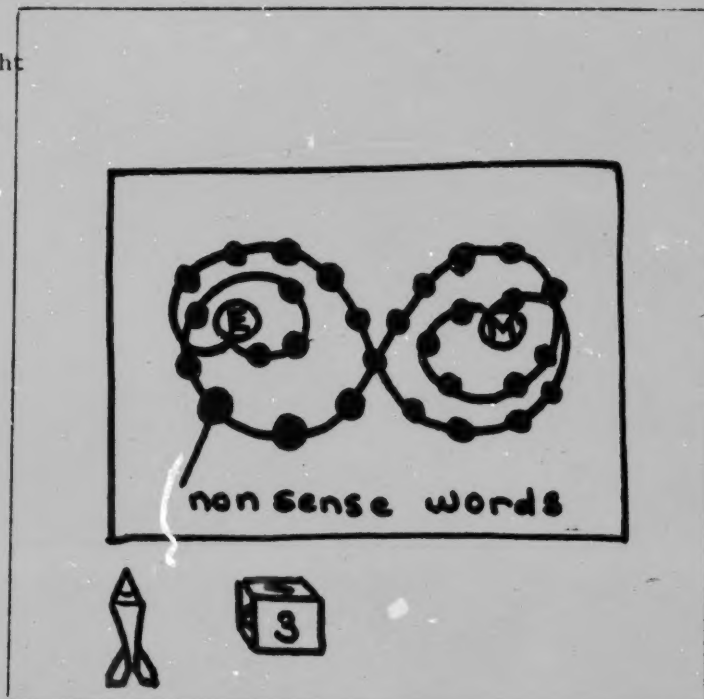
1. Play with a partner. Roll die to see who plays first.
2. Select a rocket.
3. Move the number rolled on the die.
4. As you land on a nonsense word, mark it where the division goes and tell the principle of syllabication. Your partner may check your answer. If you land on a word that has already been marked, move forward one.
5. First one to complete the game first is the winner.

MATERIALS NEEDED

1. Laminated game board with moon flight drawn on it
2. Nonsense words located at different stops on the way to the moon
3. Die
4. Crayons with rockets taped on them

NOTE TO TEACHER

Evaluation: checked by peer.



APPENDIX

Patterns for
Reading Skills Stations



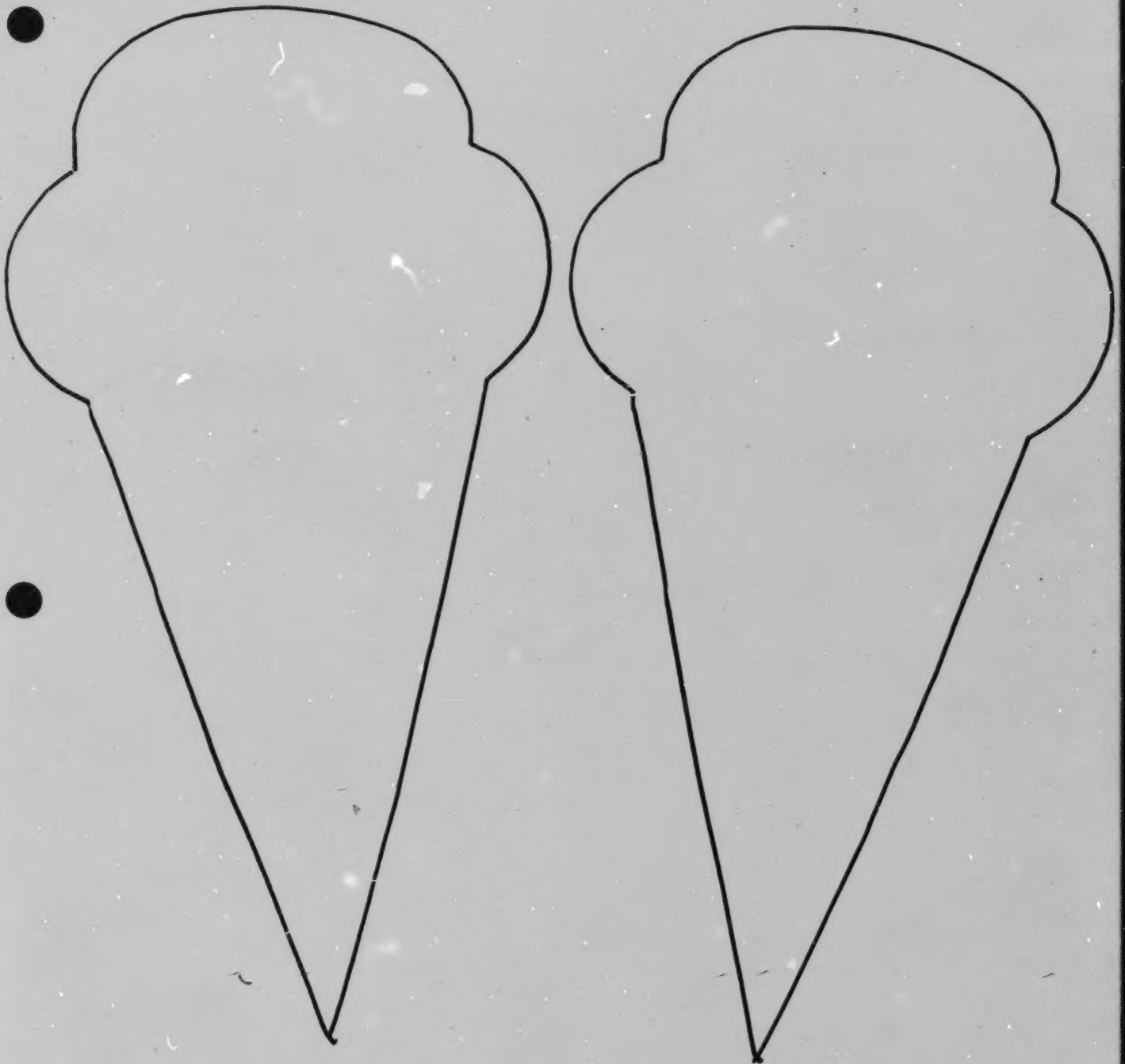
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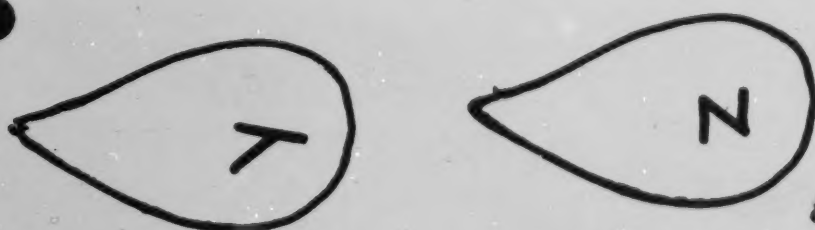
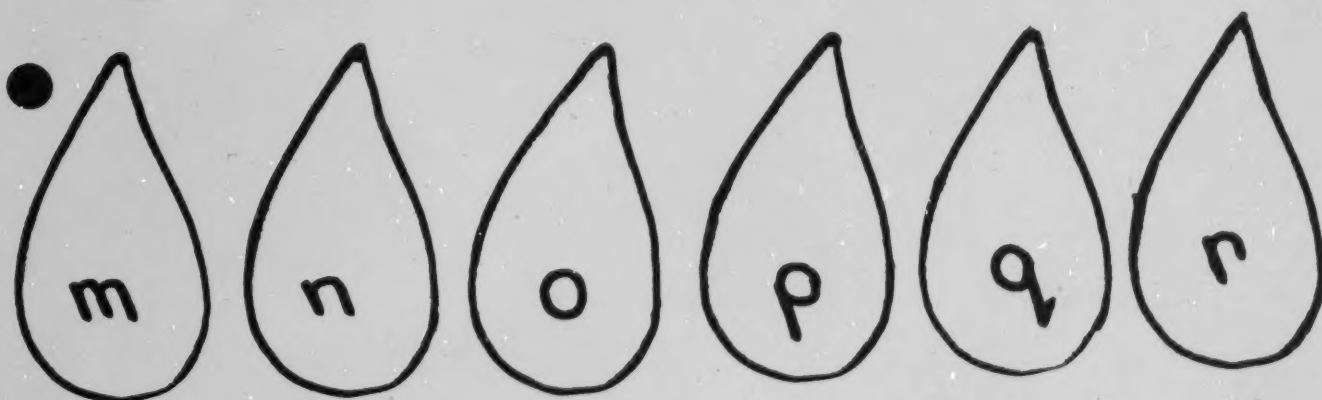
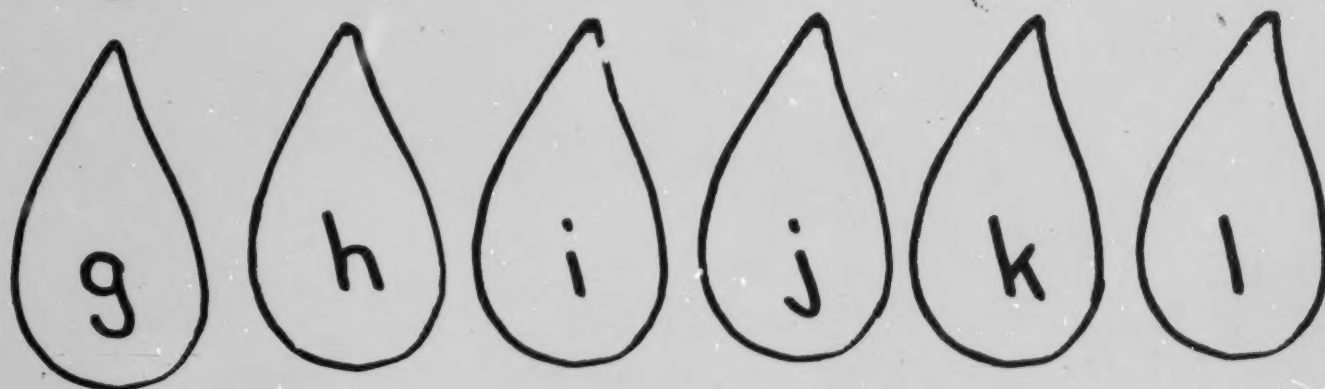
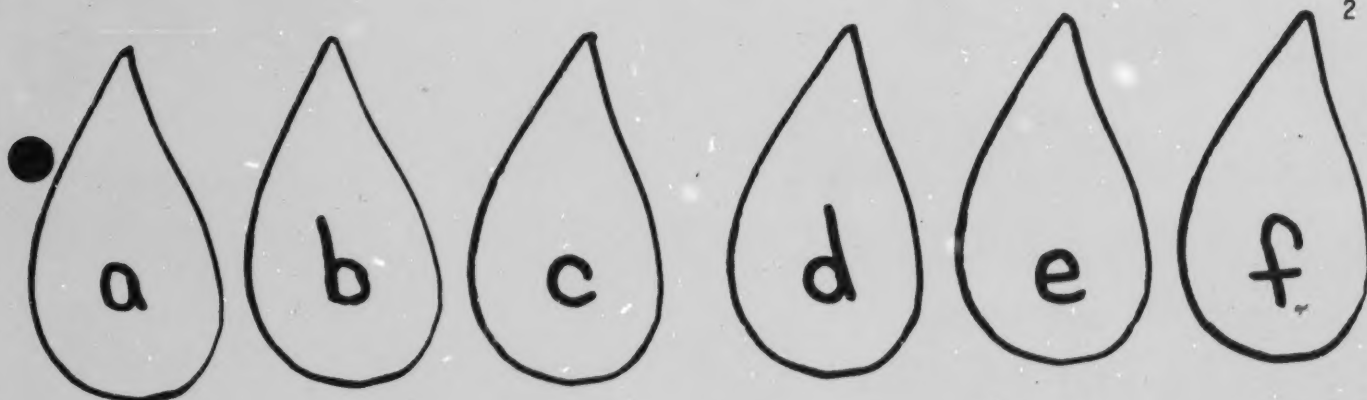
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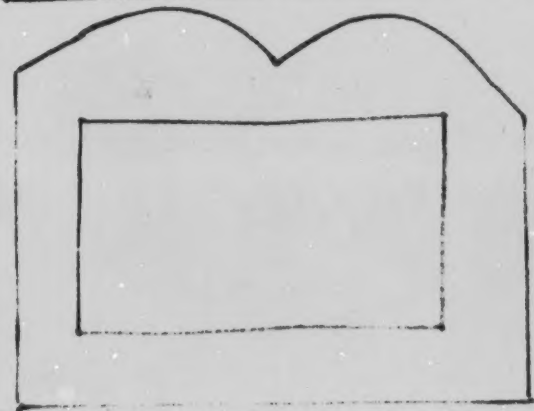
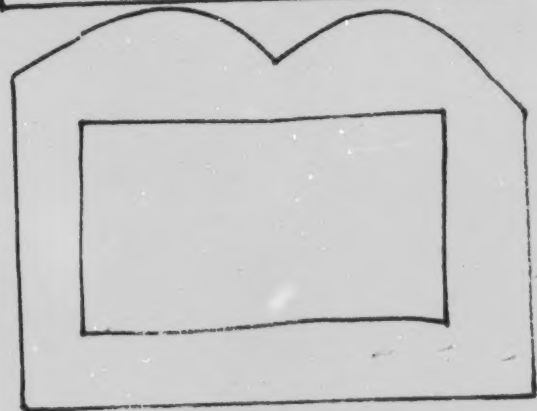
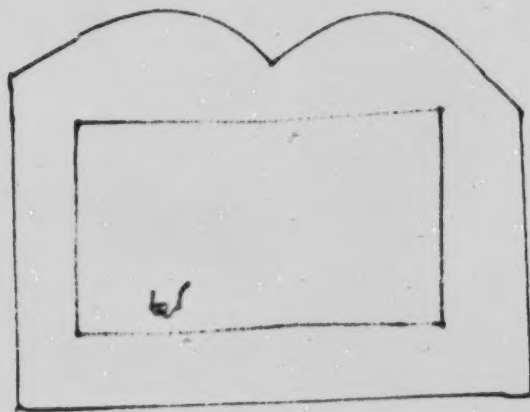
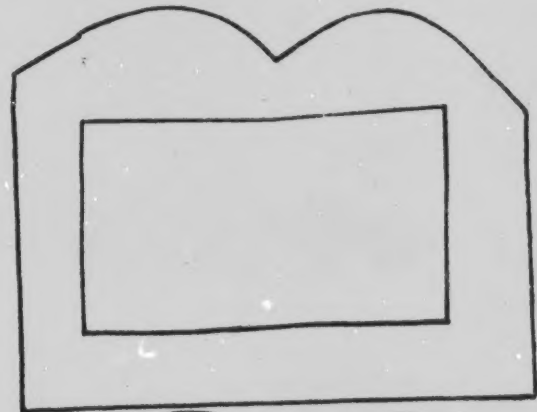
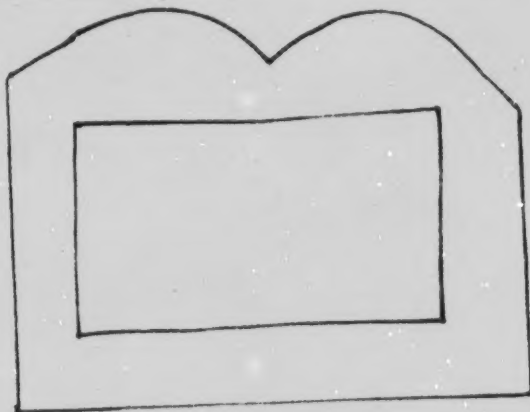
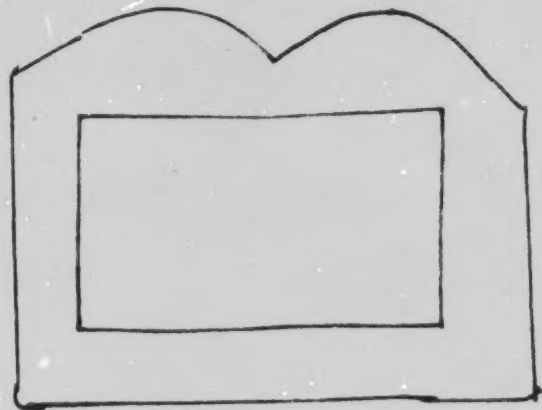
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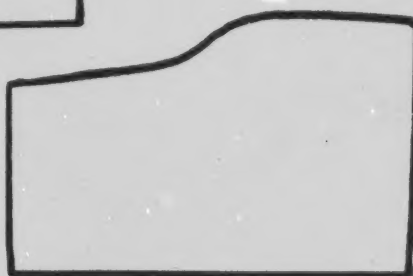
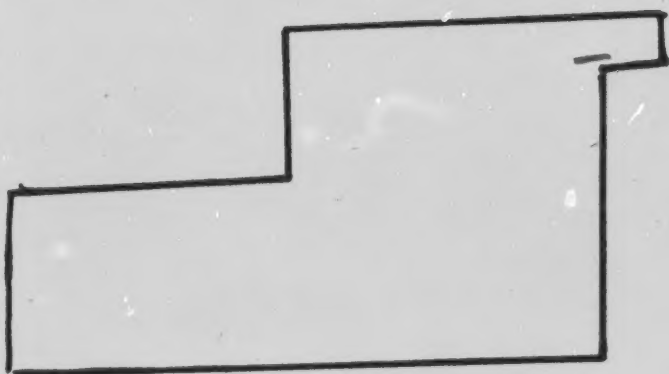
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R1 - I	2
R3 - E	3
R5 - D	4
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P1 - B	8,9
P1 - C	10,11,12,13
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S6 - C	55
S7 - C	56
S7 - E	57
S8 - C	58
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S9 - D	60
S9 - E	61



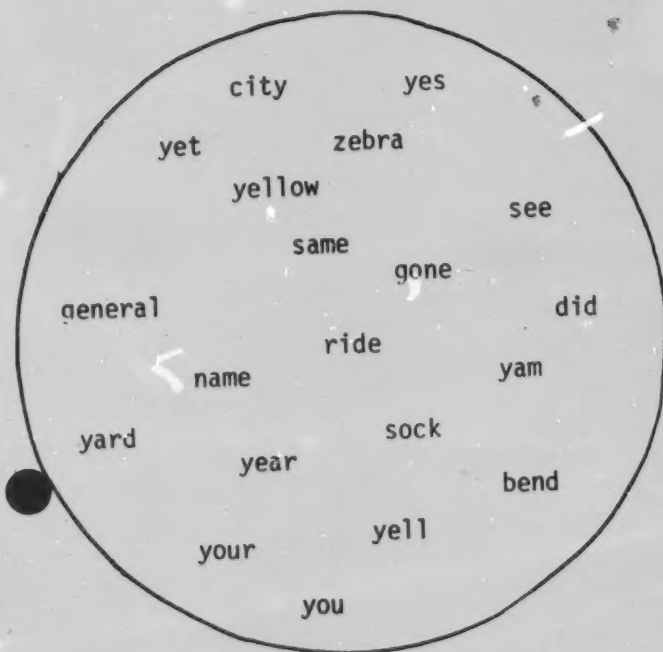
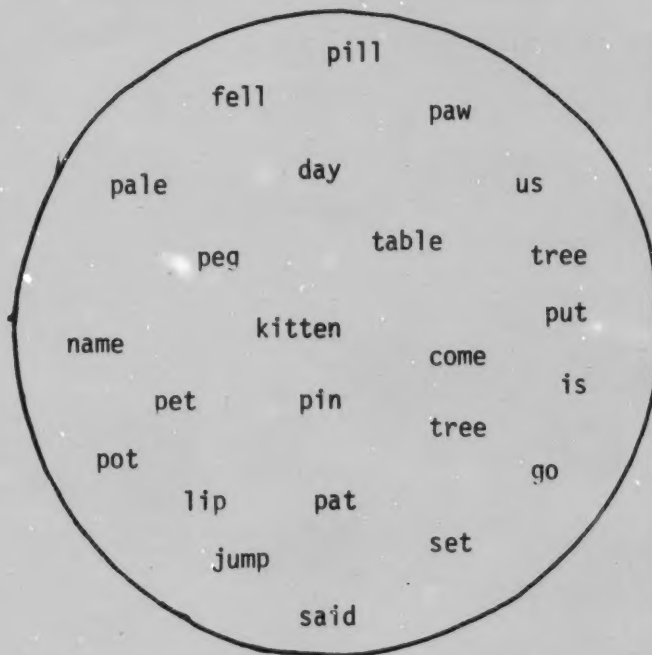
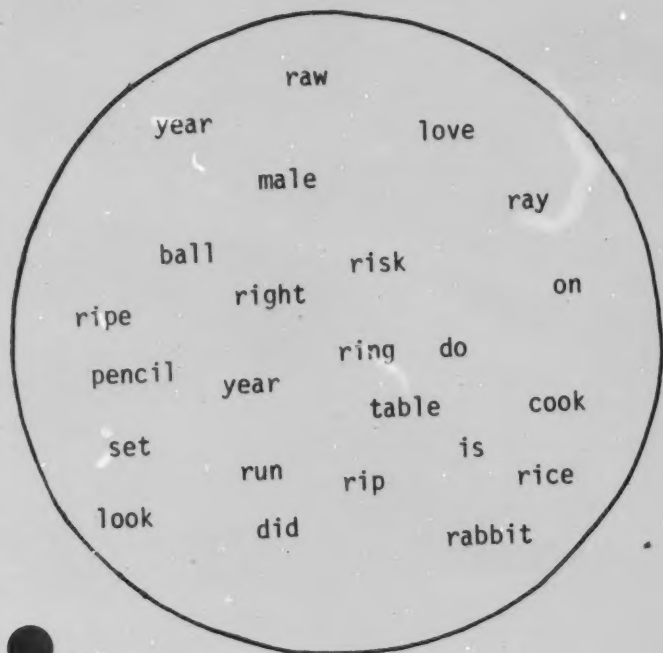


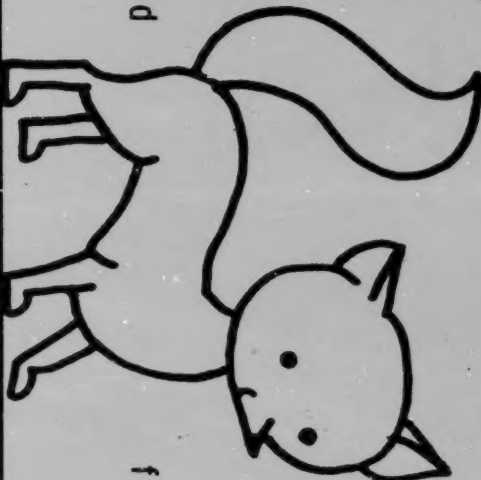
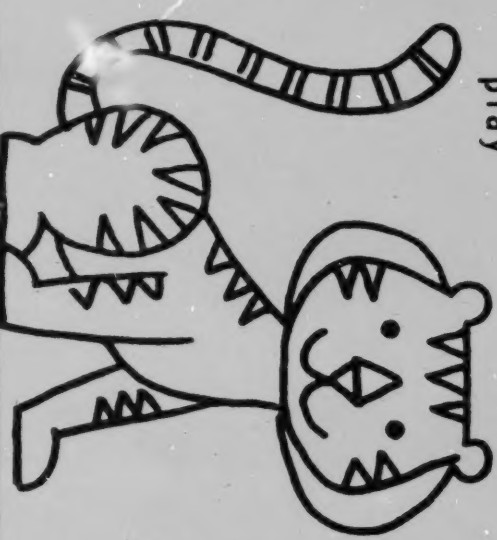
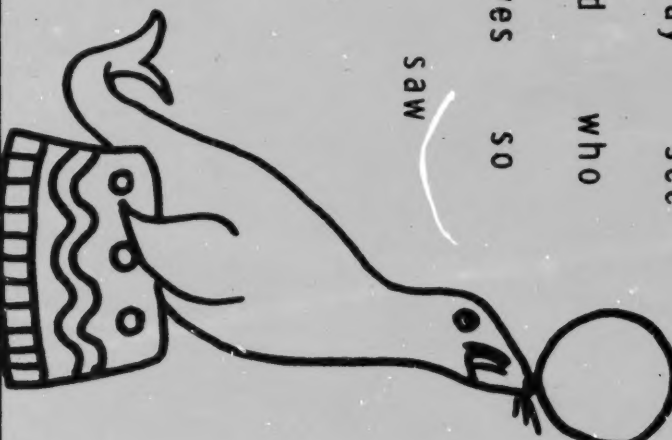


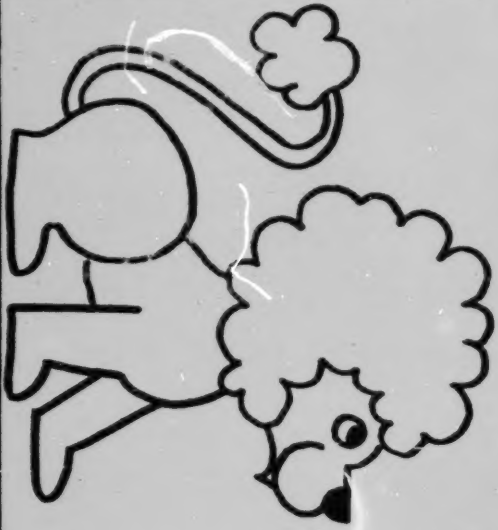


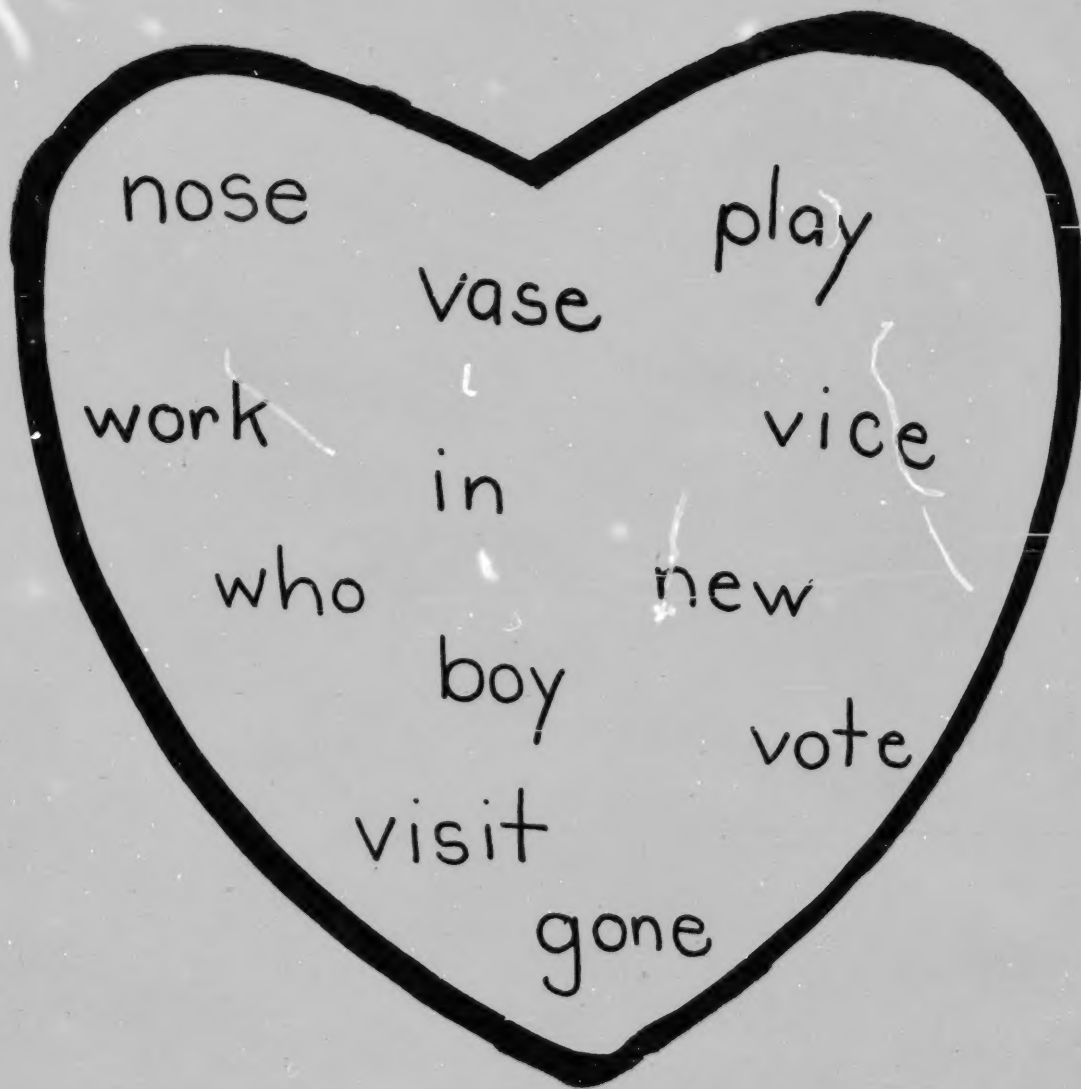




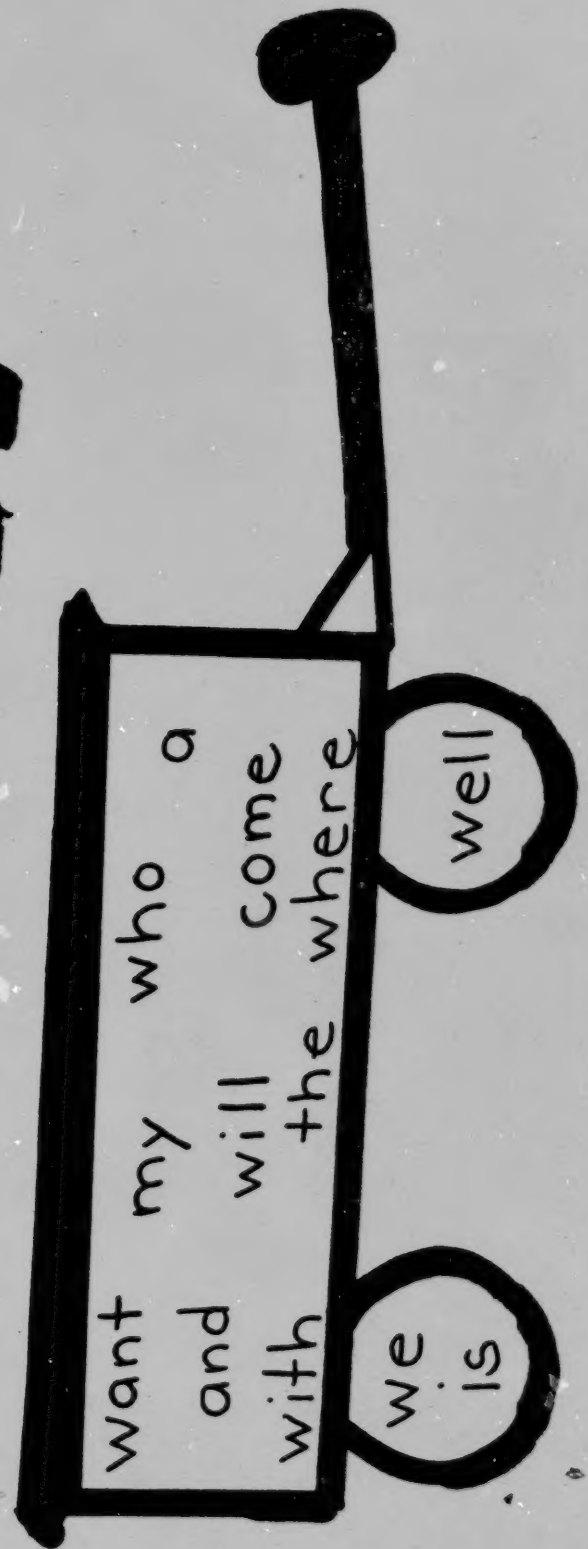


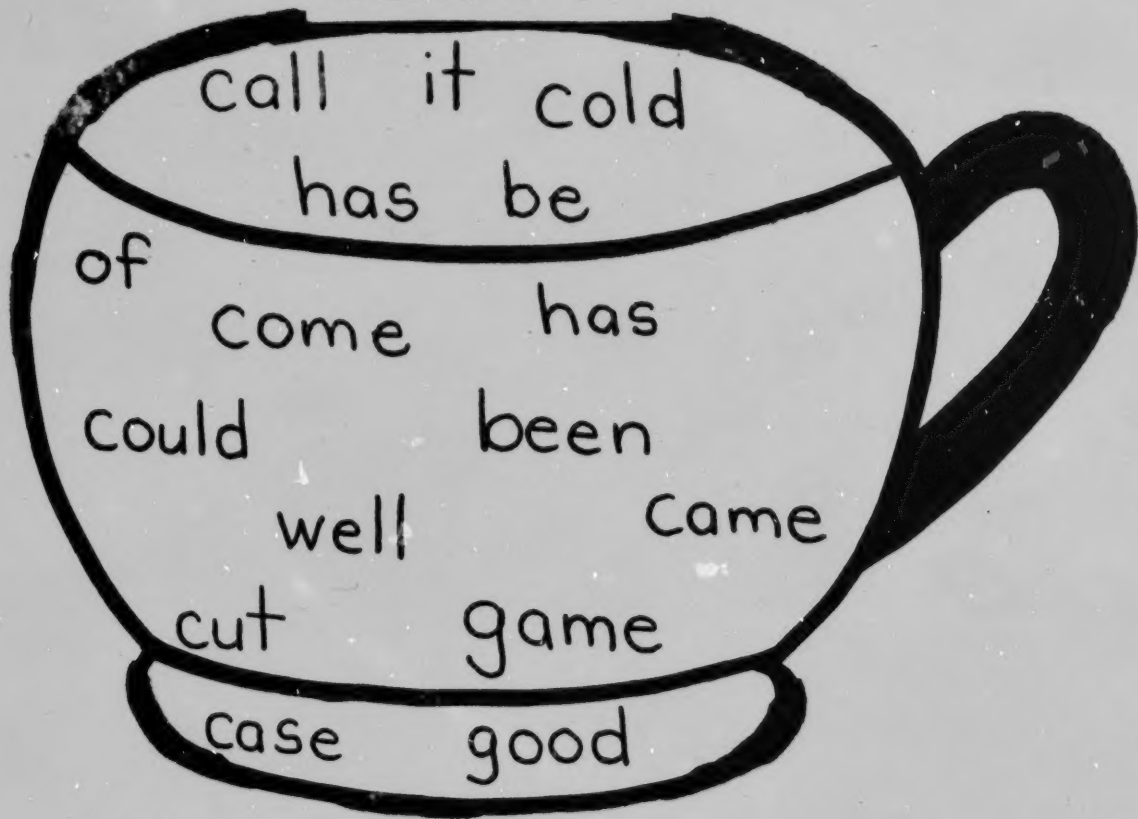
man boy map jump hump move miss gone name mix 	fish what fast has found ring that first must five 
tell said with to find me tie take play toe 	play see said who yes so saw sell him thank 

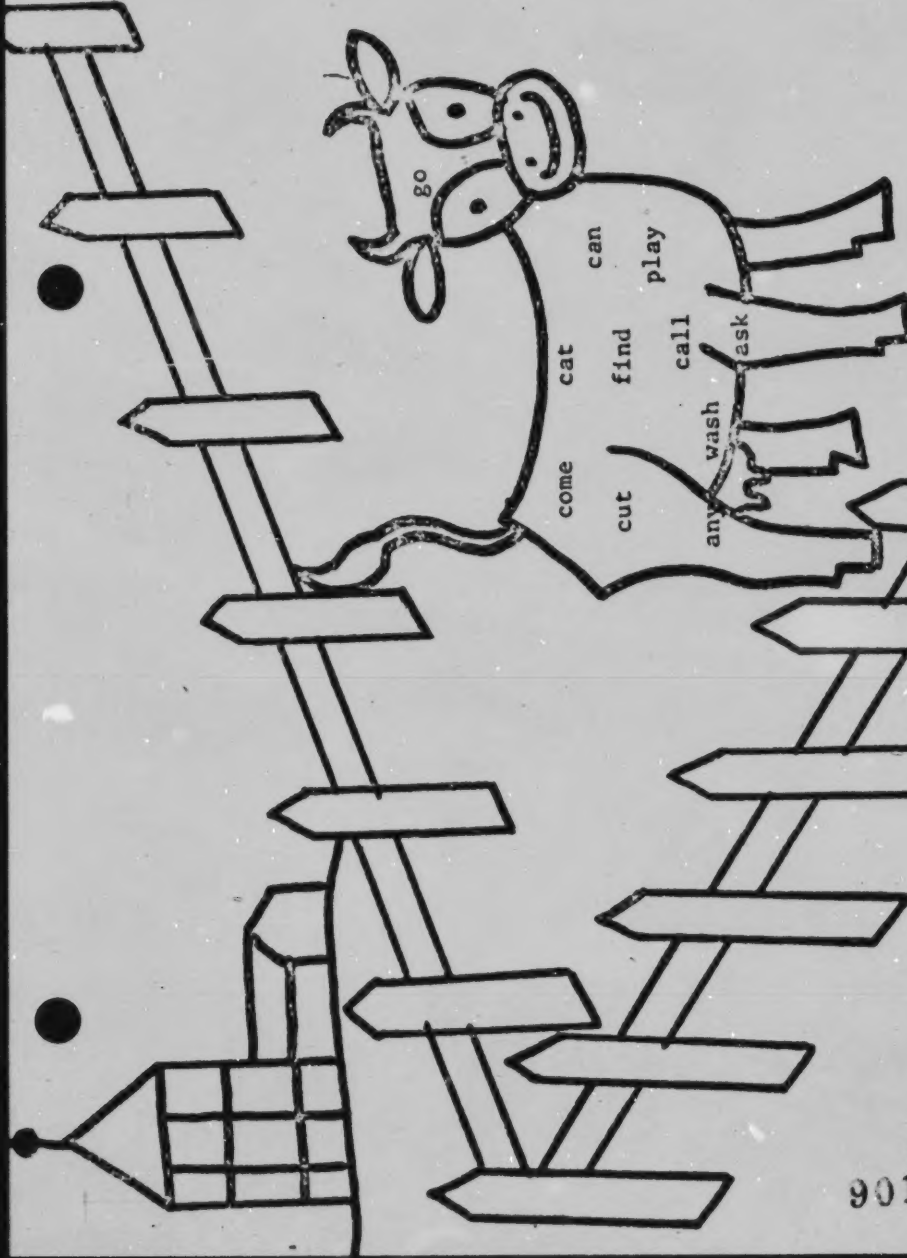
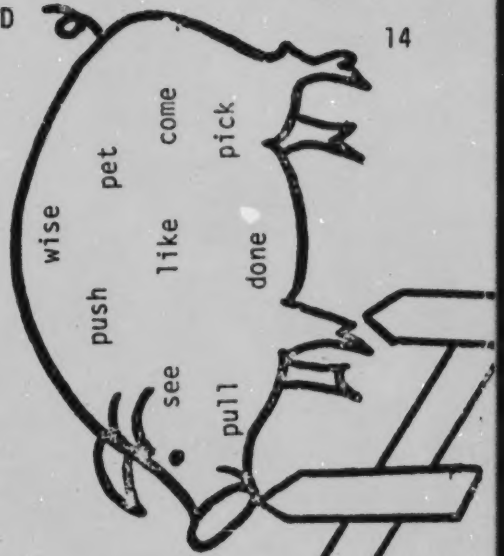
come look like now who little that find let long 	zip now did zebra zero ride zig zag want egg zoo 	how king kind keep does cold key been kick kite 
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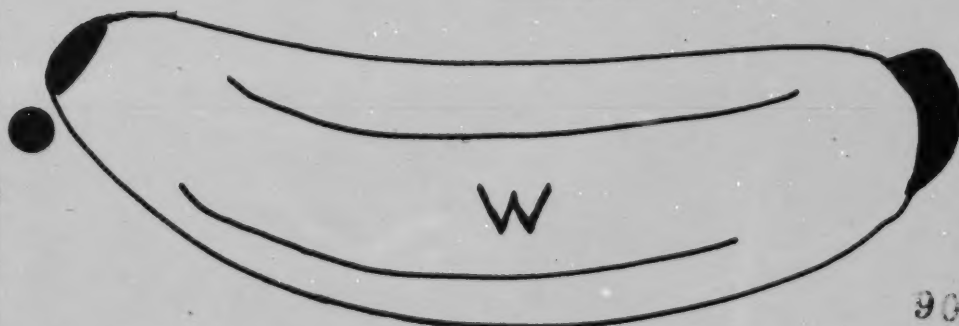
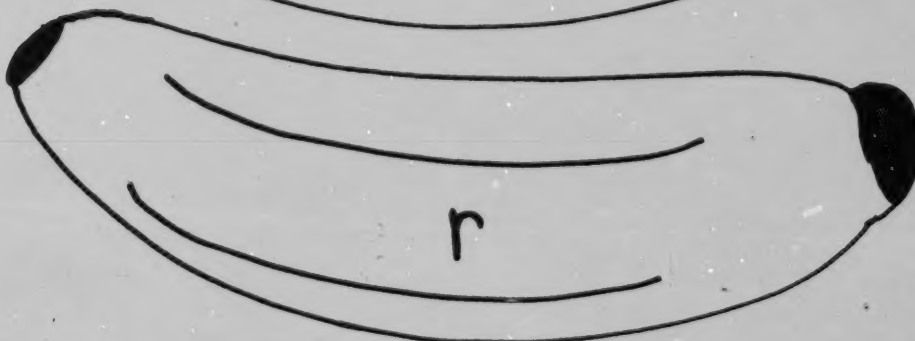
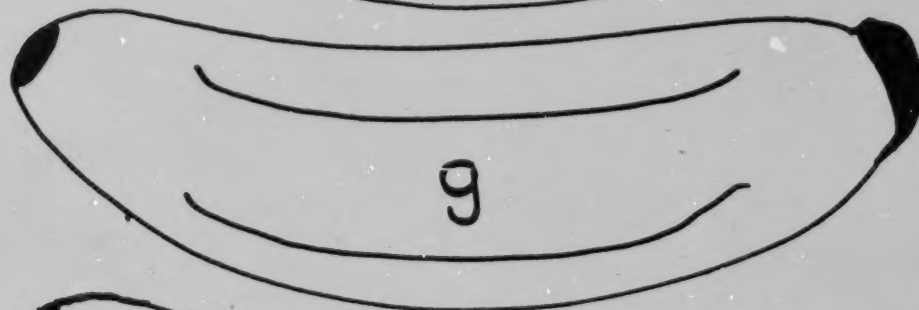
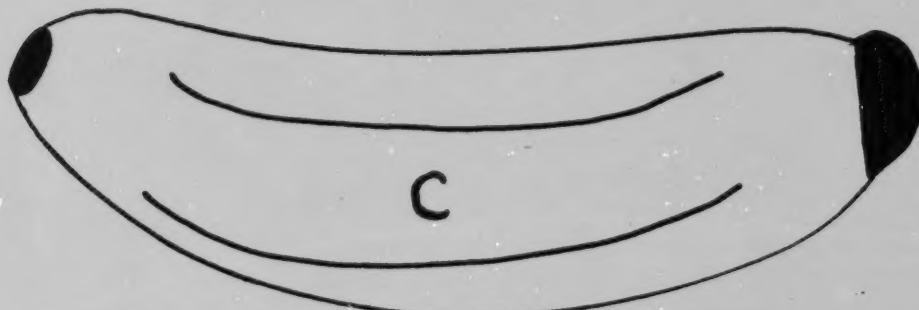
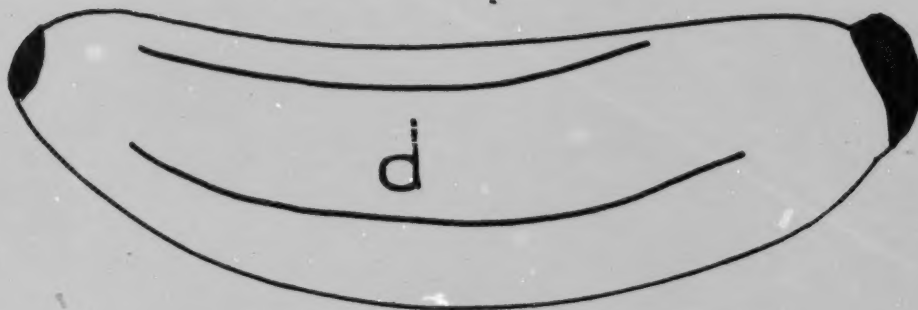


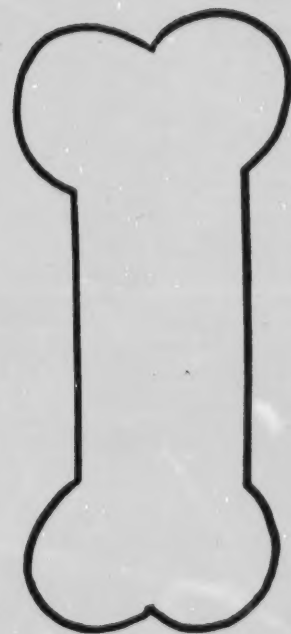
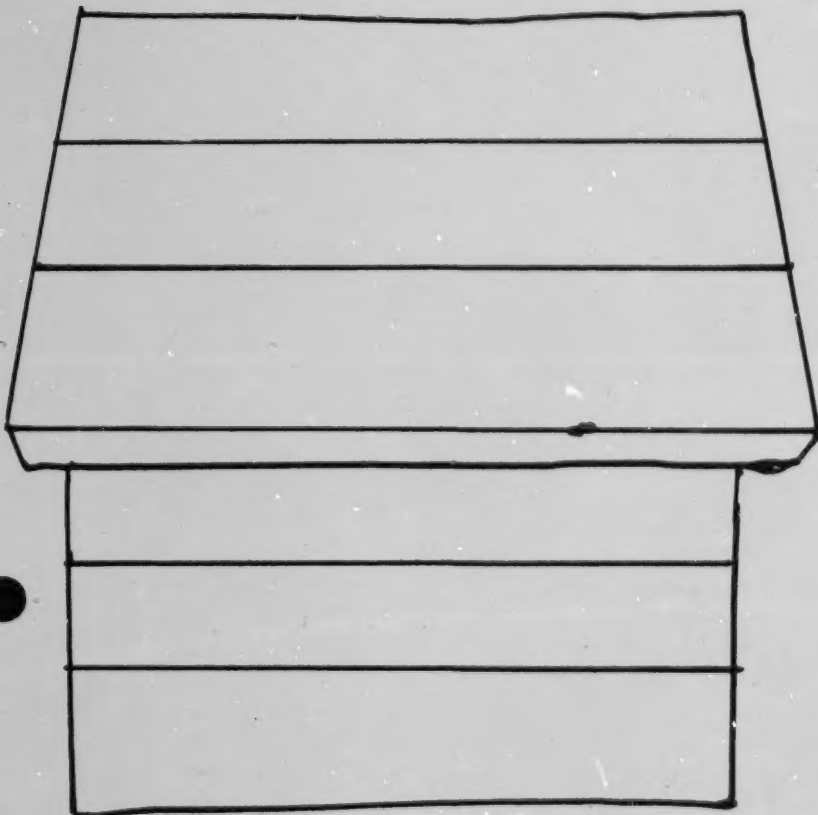
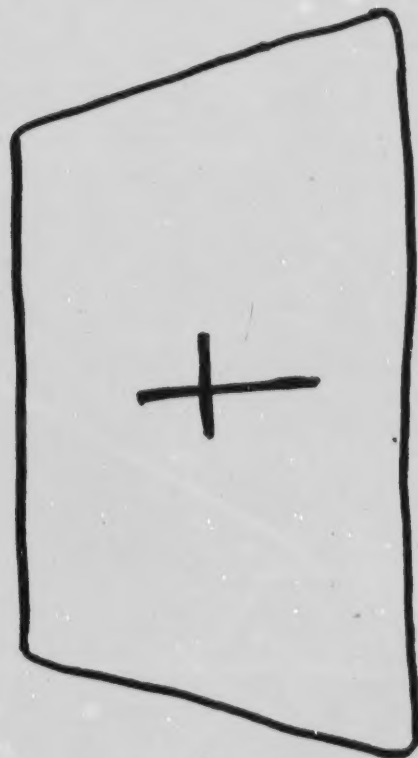


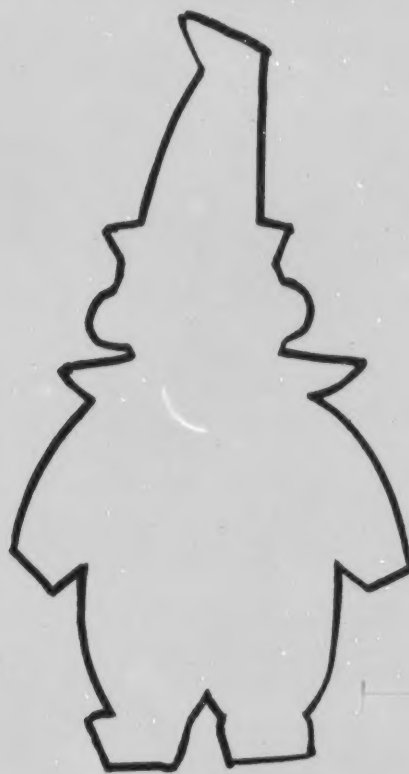




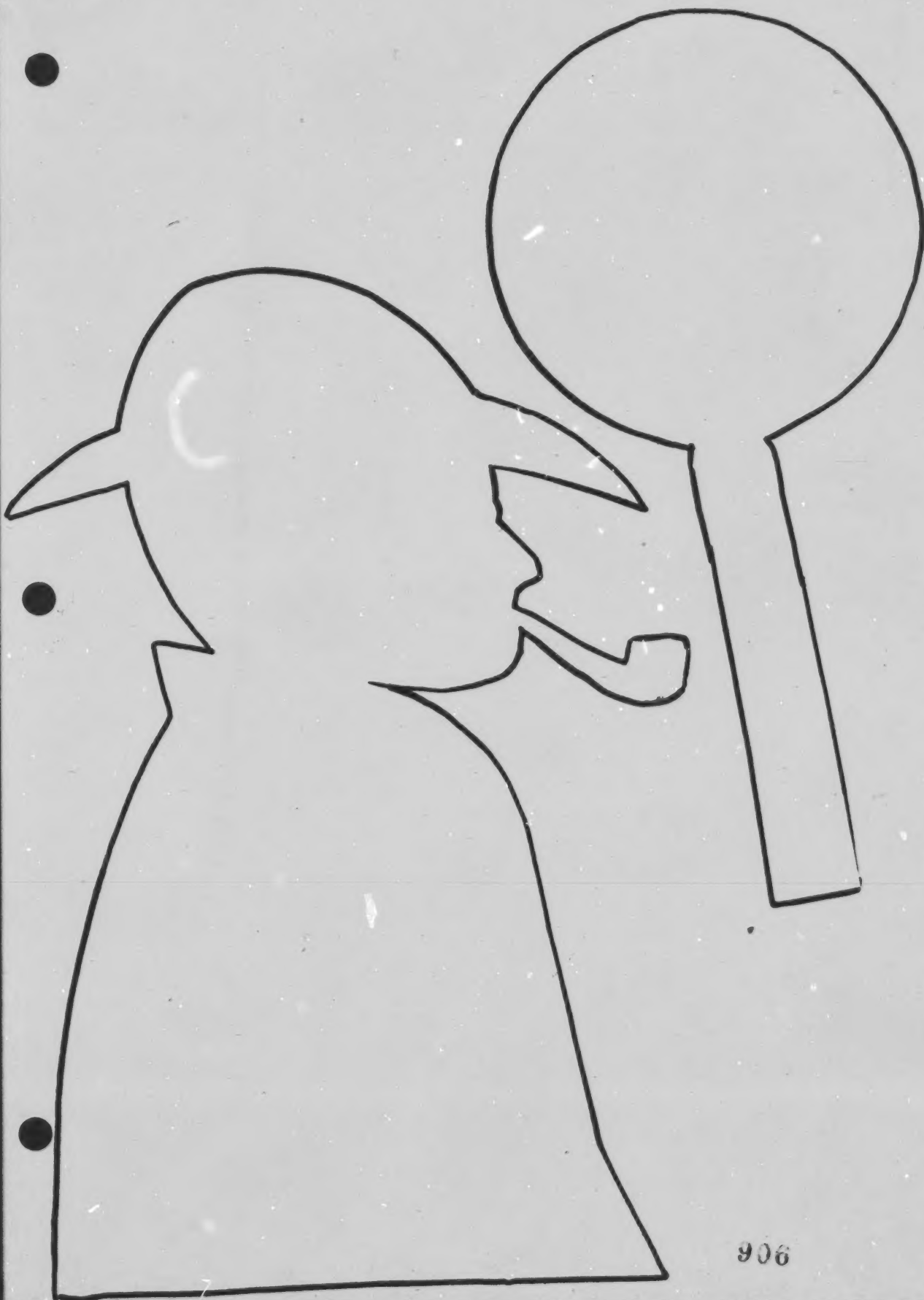


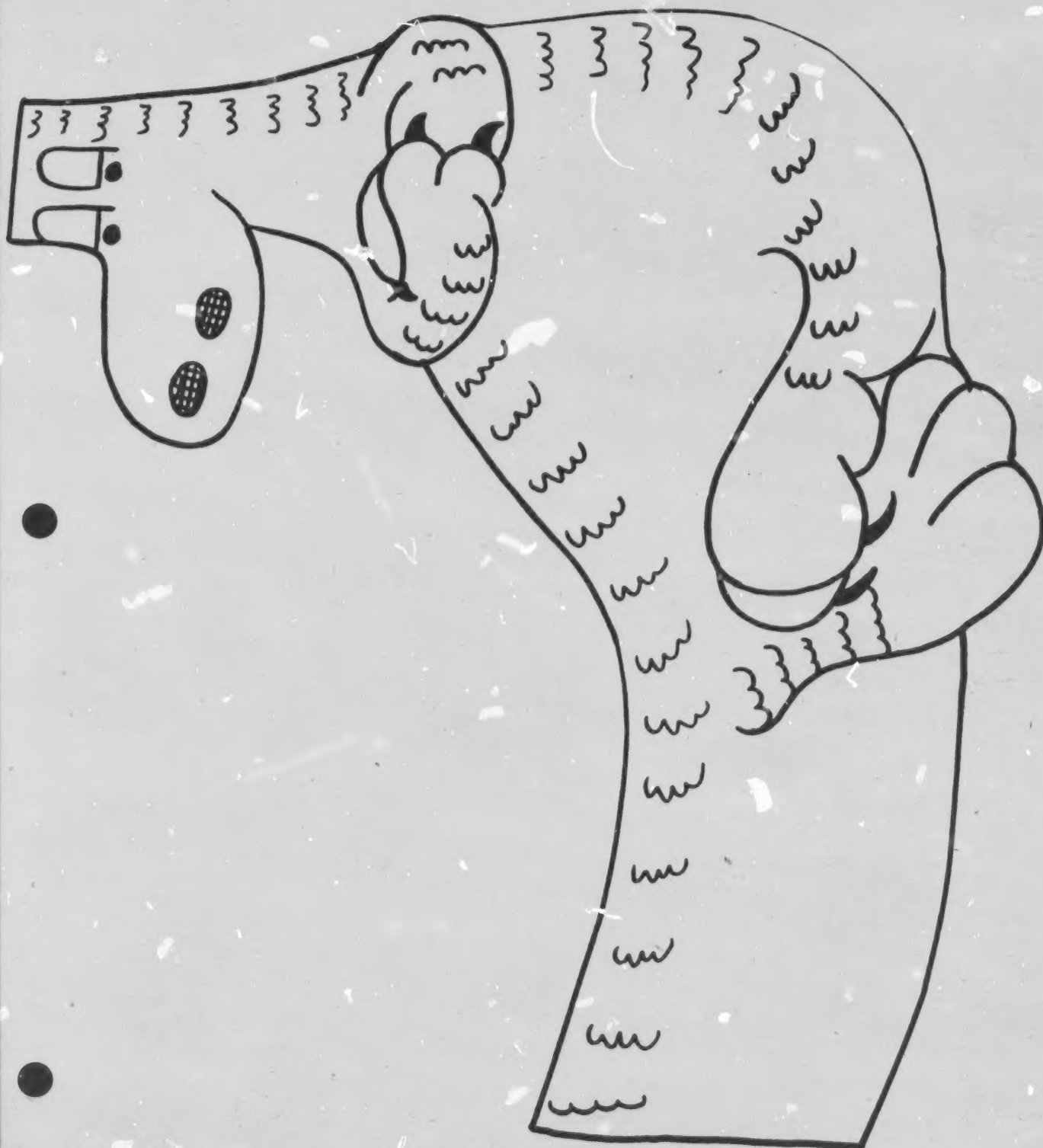


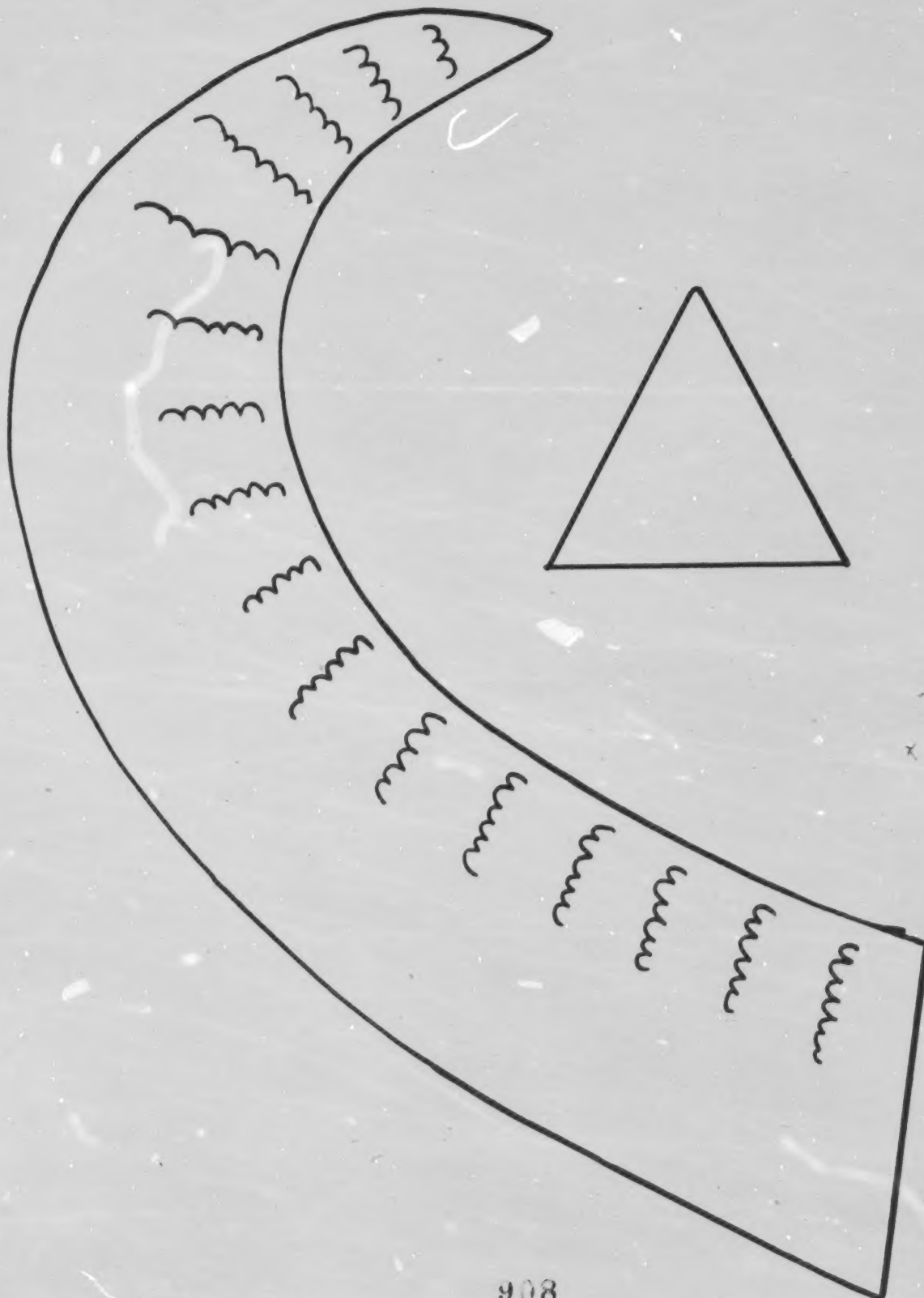


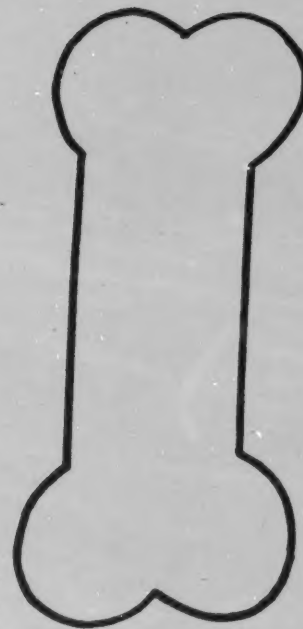
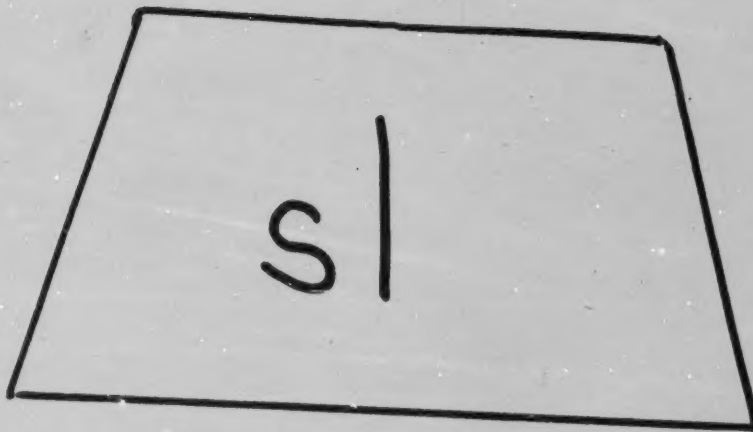




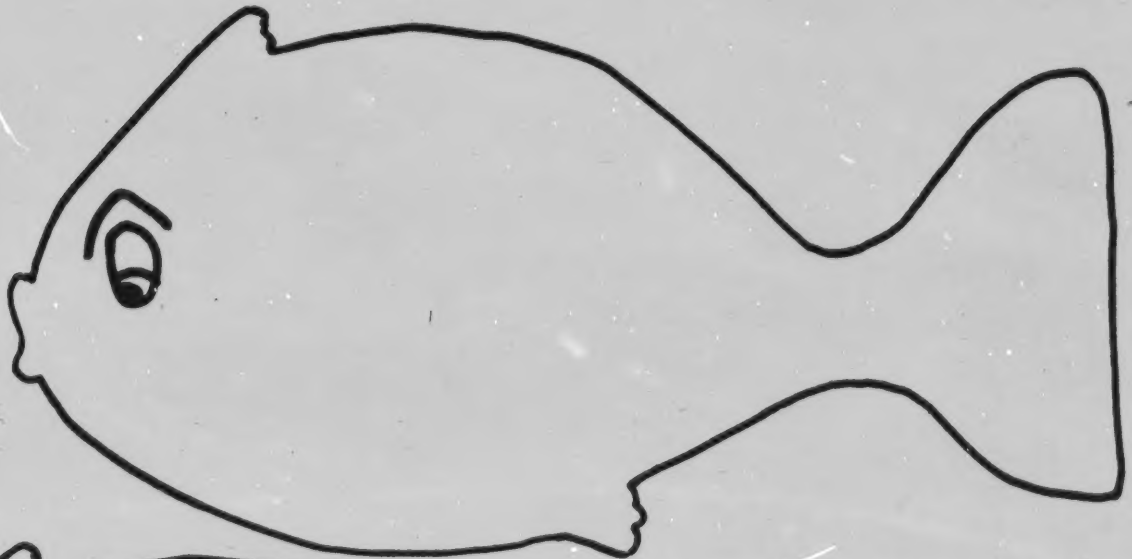
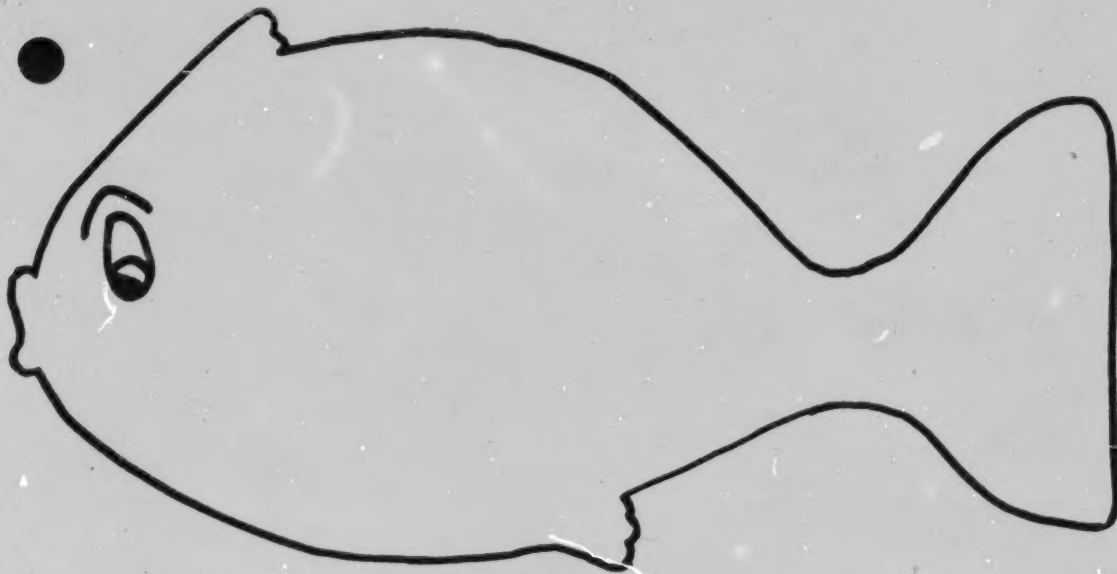




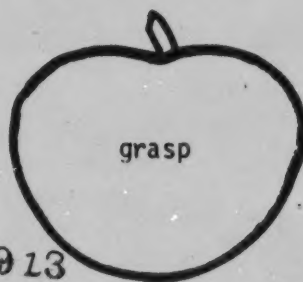
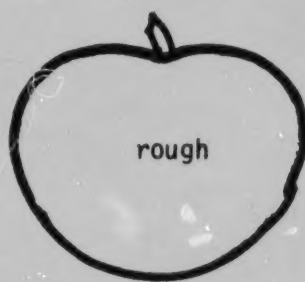
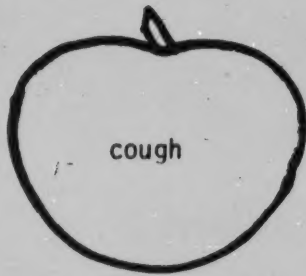
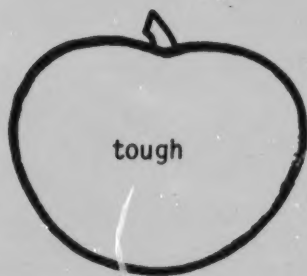
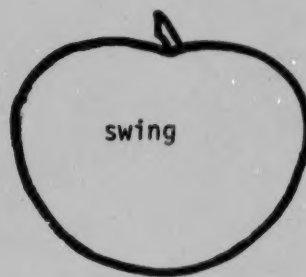
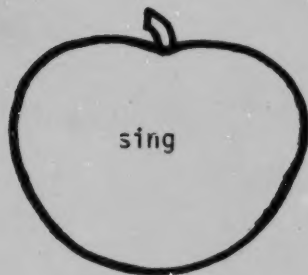




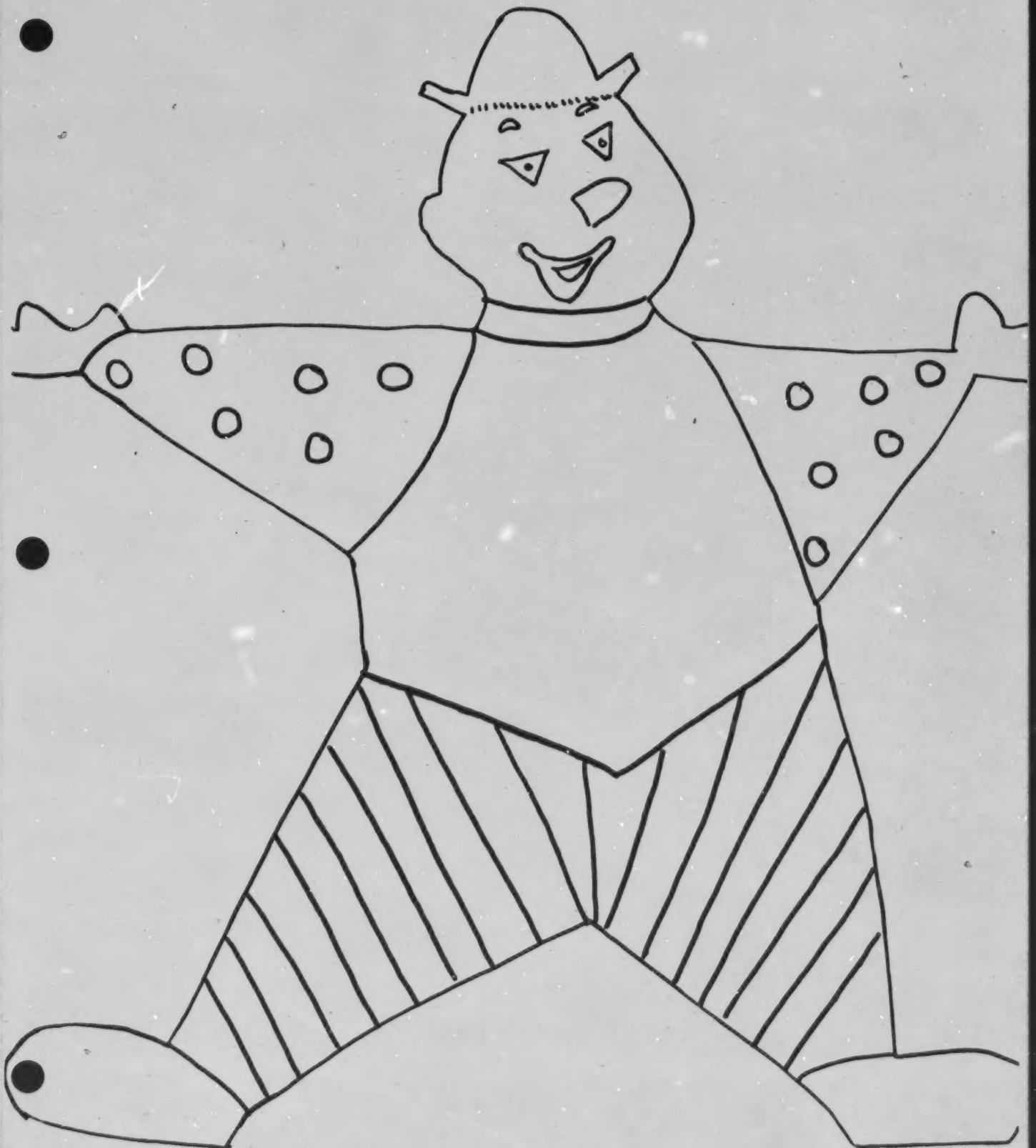




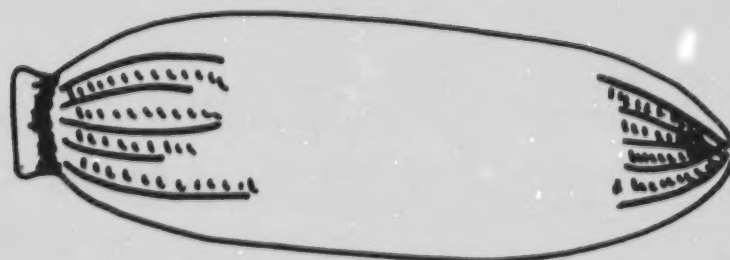
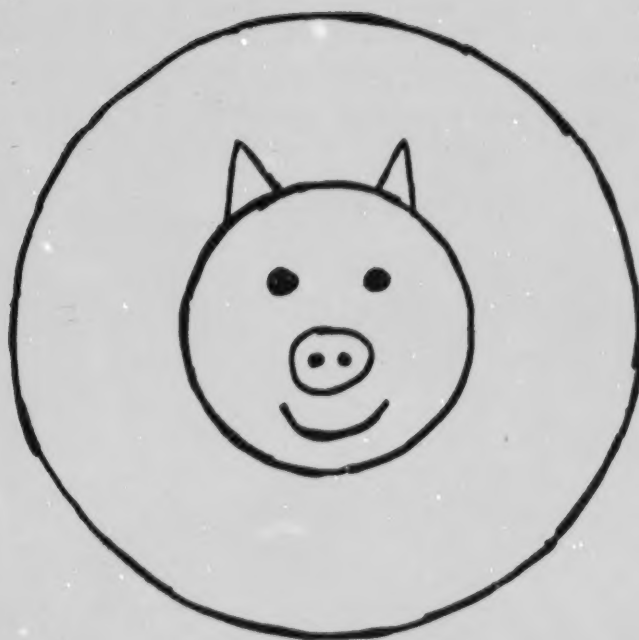


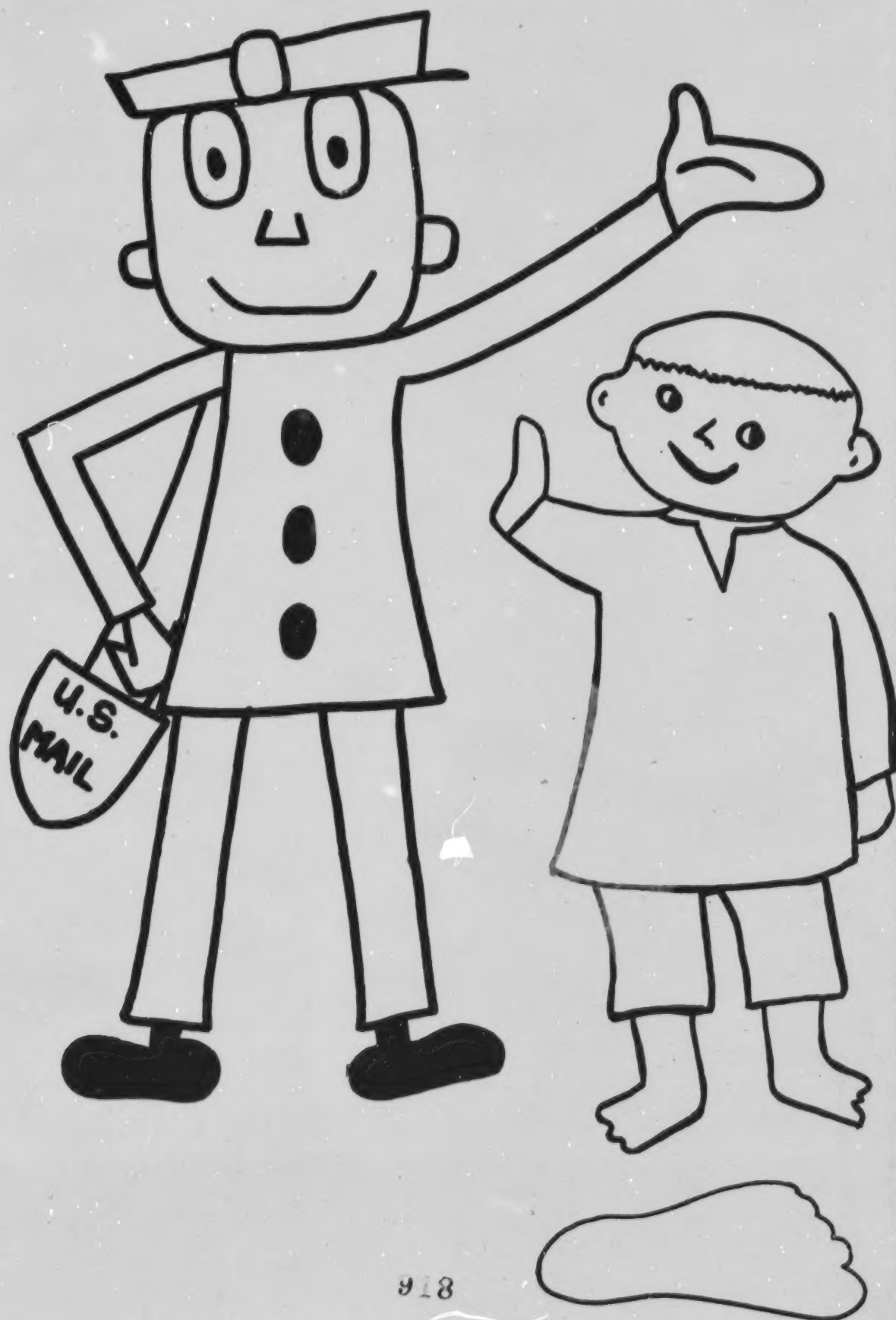




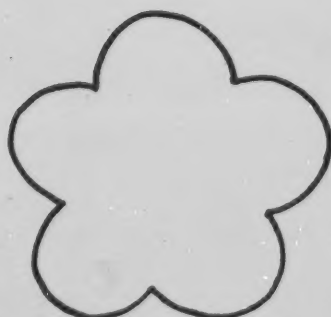
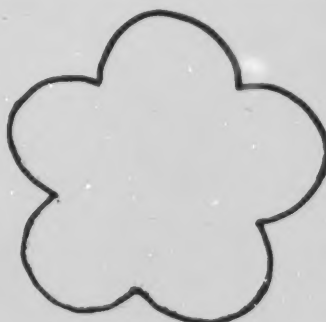
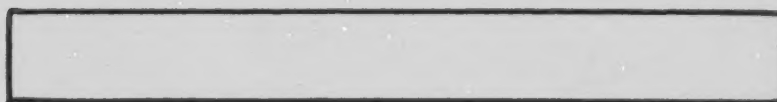
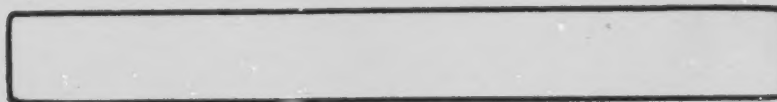
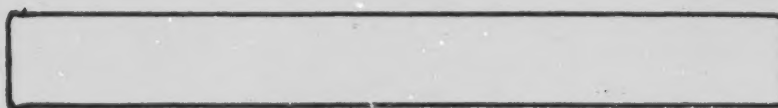
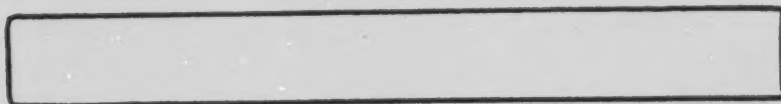
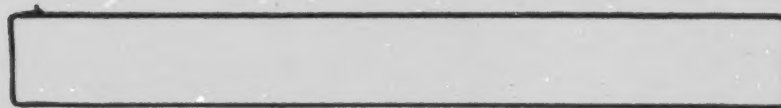






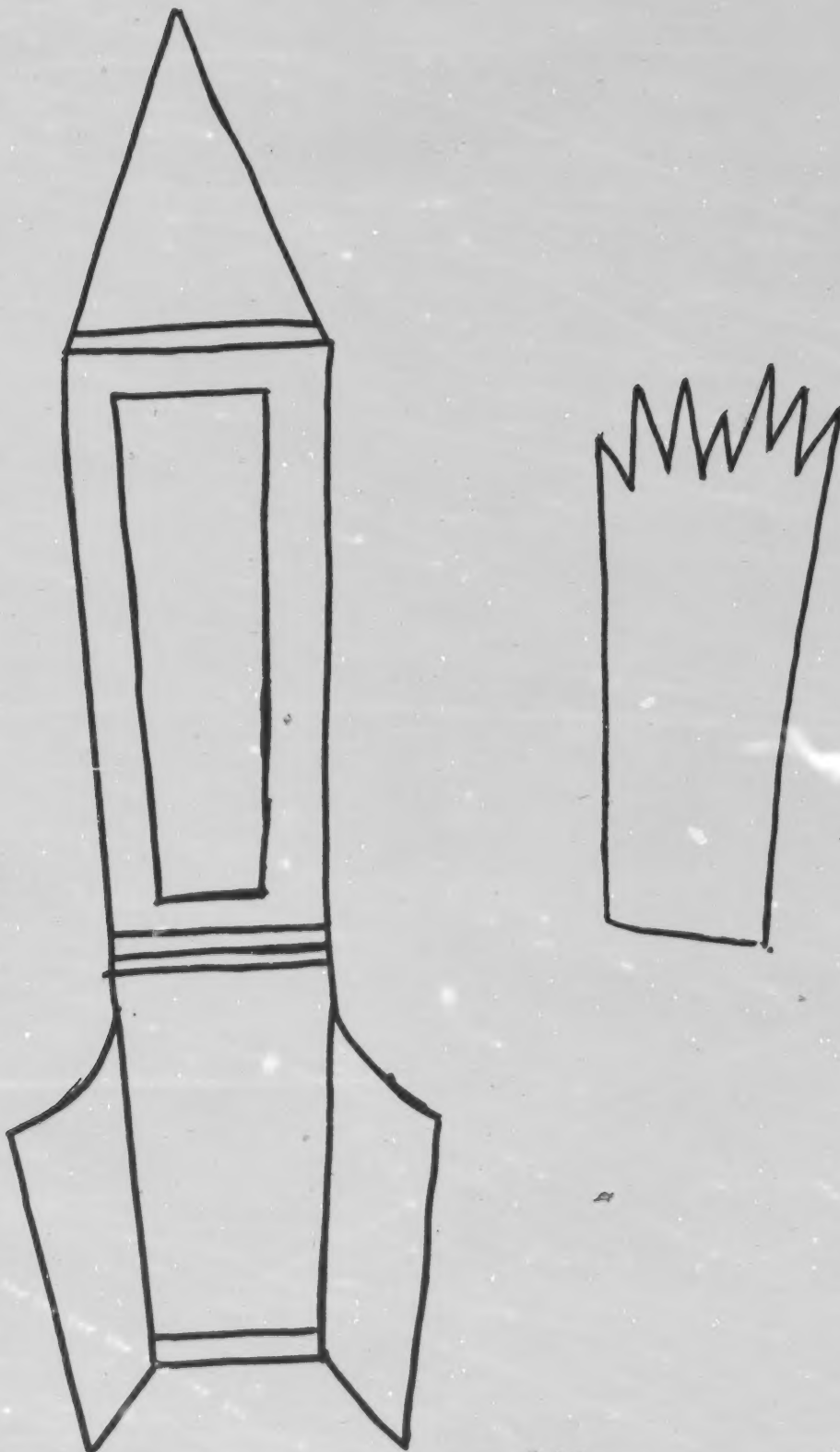




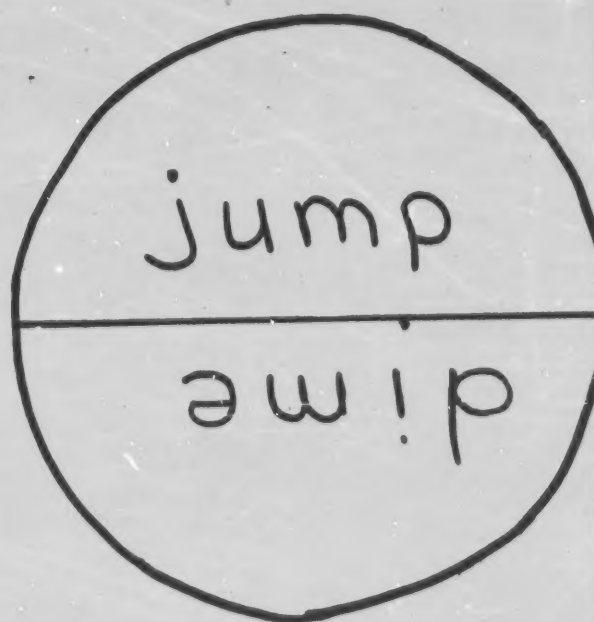
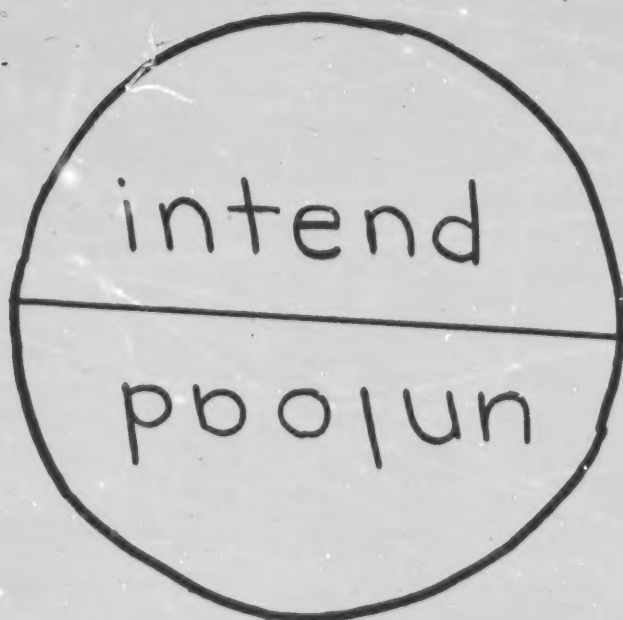
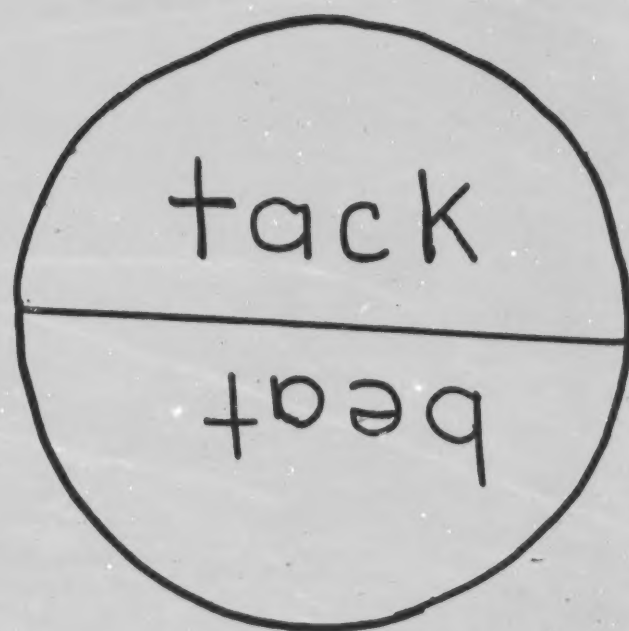
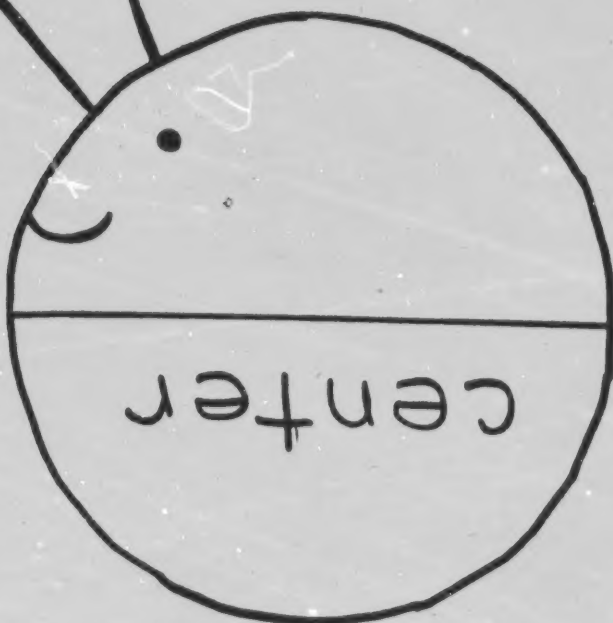




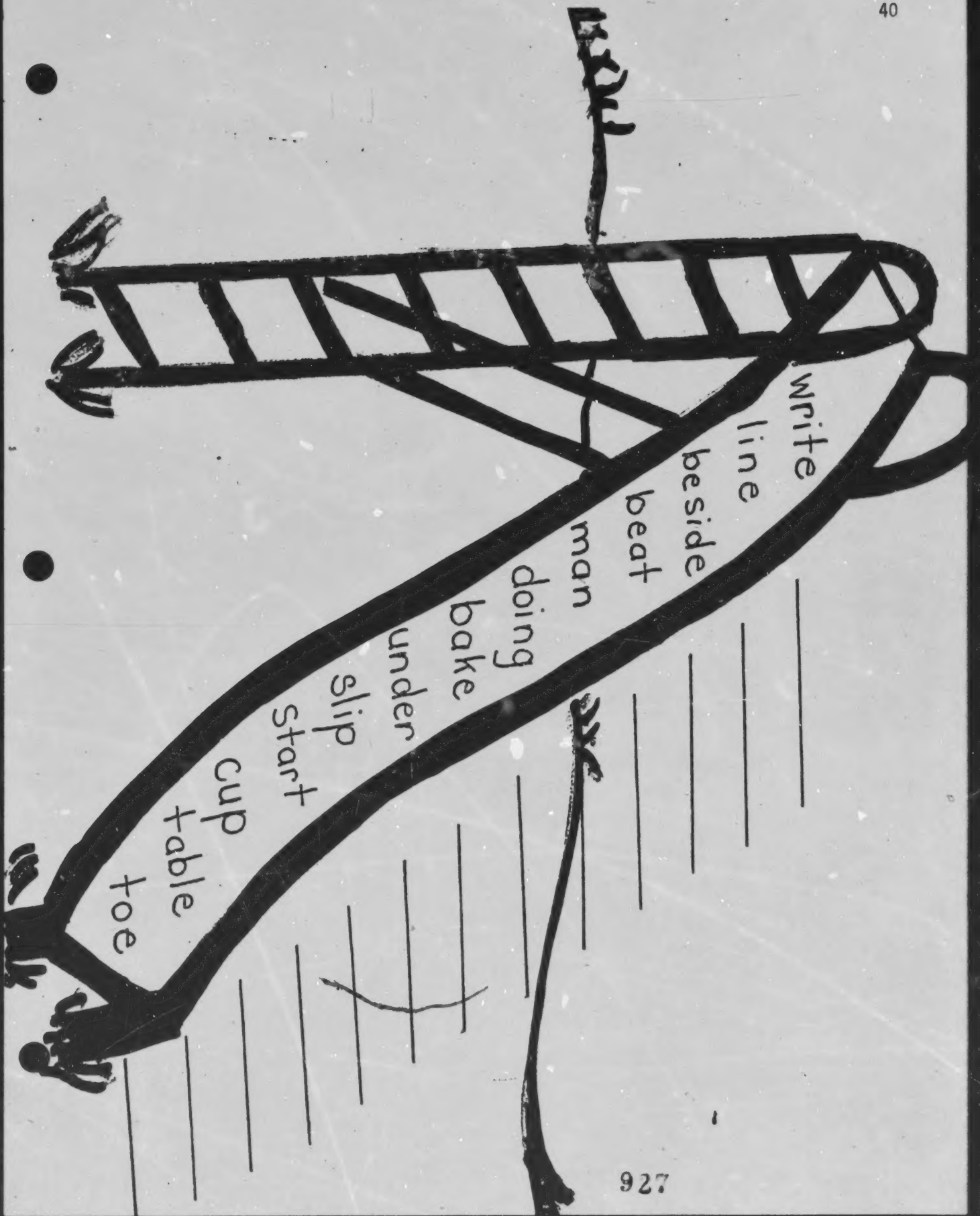












write

line

beside

beat

man

doing

bake

under

slip

start

cup

table

toe

1. burn
2. hand
3. the
4. teach
5. stop
6. yule
7. faint
8. yard
9. me
10. bake

1. One vowel at the beginning or middle of a word usually has the short sound.

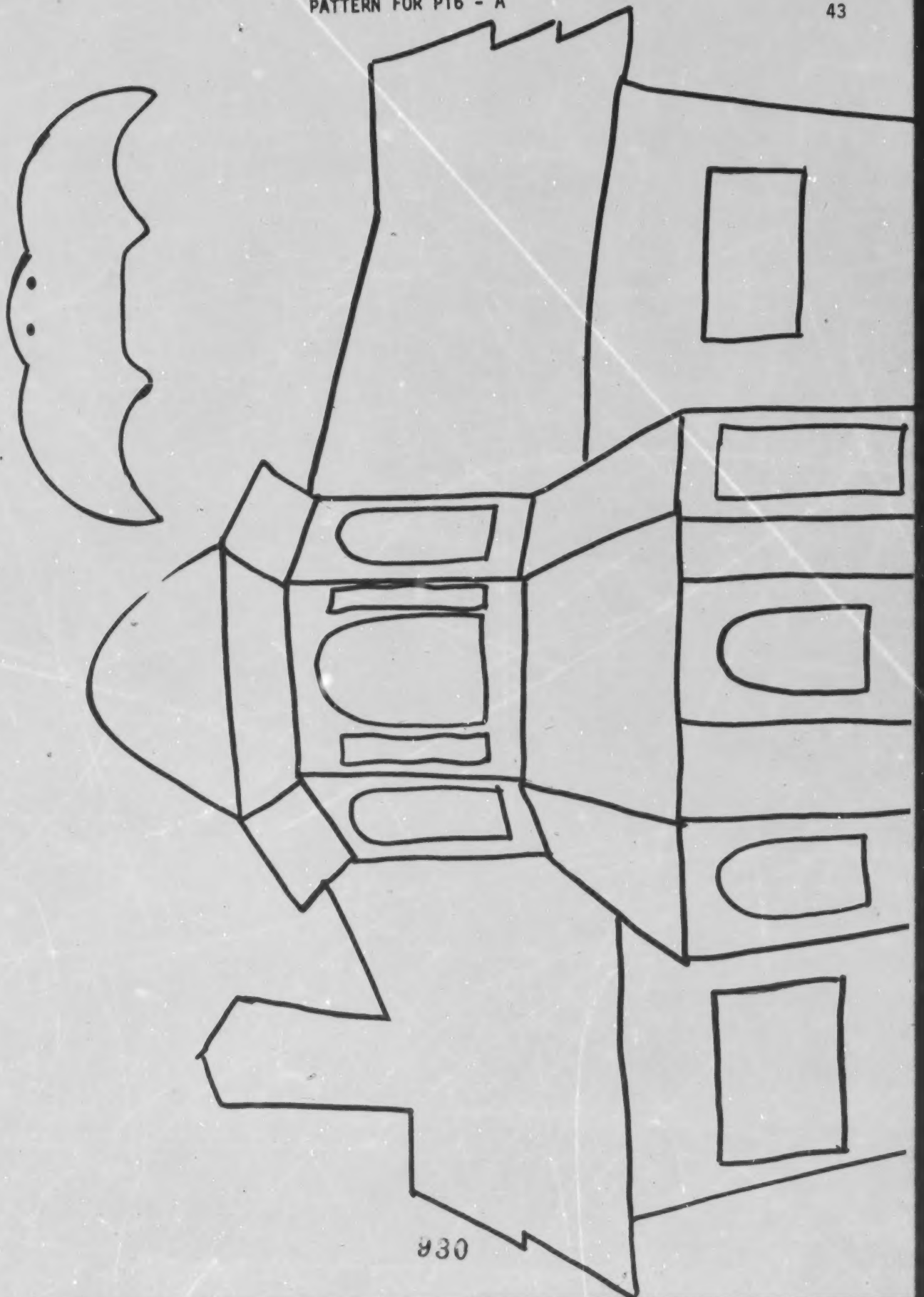
2. When there is only one vowel in a word, it is usually long if it comes at the end.

3. When the vowels, ai, ay, ee, ea, oe, and oa, come together, the first vowel is usually long and the second vowel is not sounded.

4. When there are two vowels in a word that ends in e, the first vowel usually has the long sound and the final e is not sounded.

5. When the only vowel in a word is followed by i, the vowel is neither long nor short; it is controlled by the i.







long



PATTERN FOR P16 - D

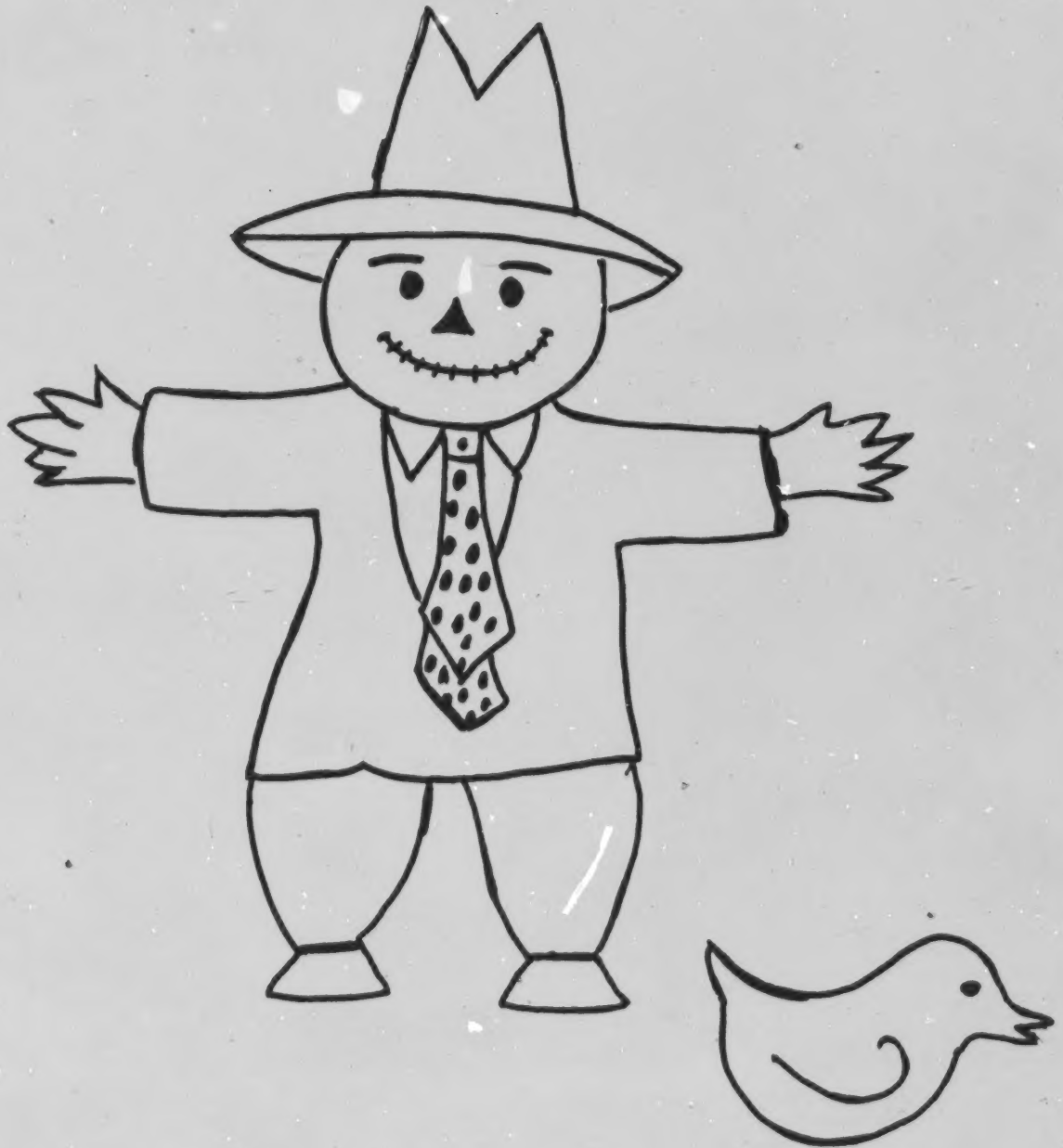
45

1. _____
2. _____
3. _____
4. _____

short

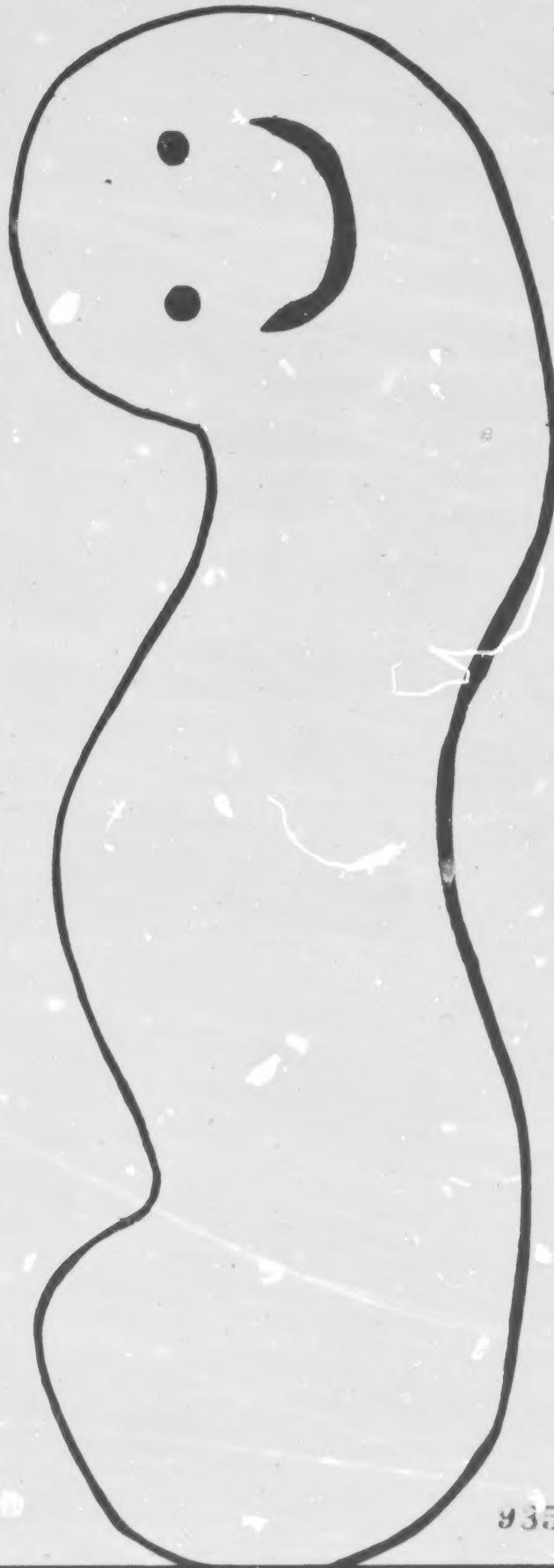


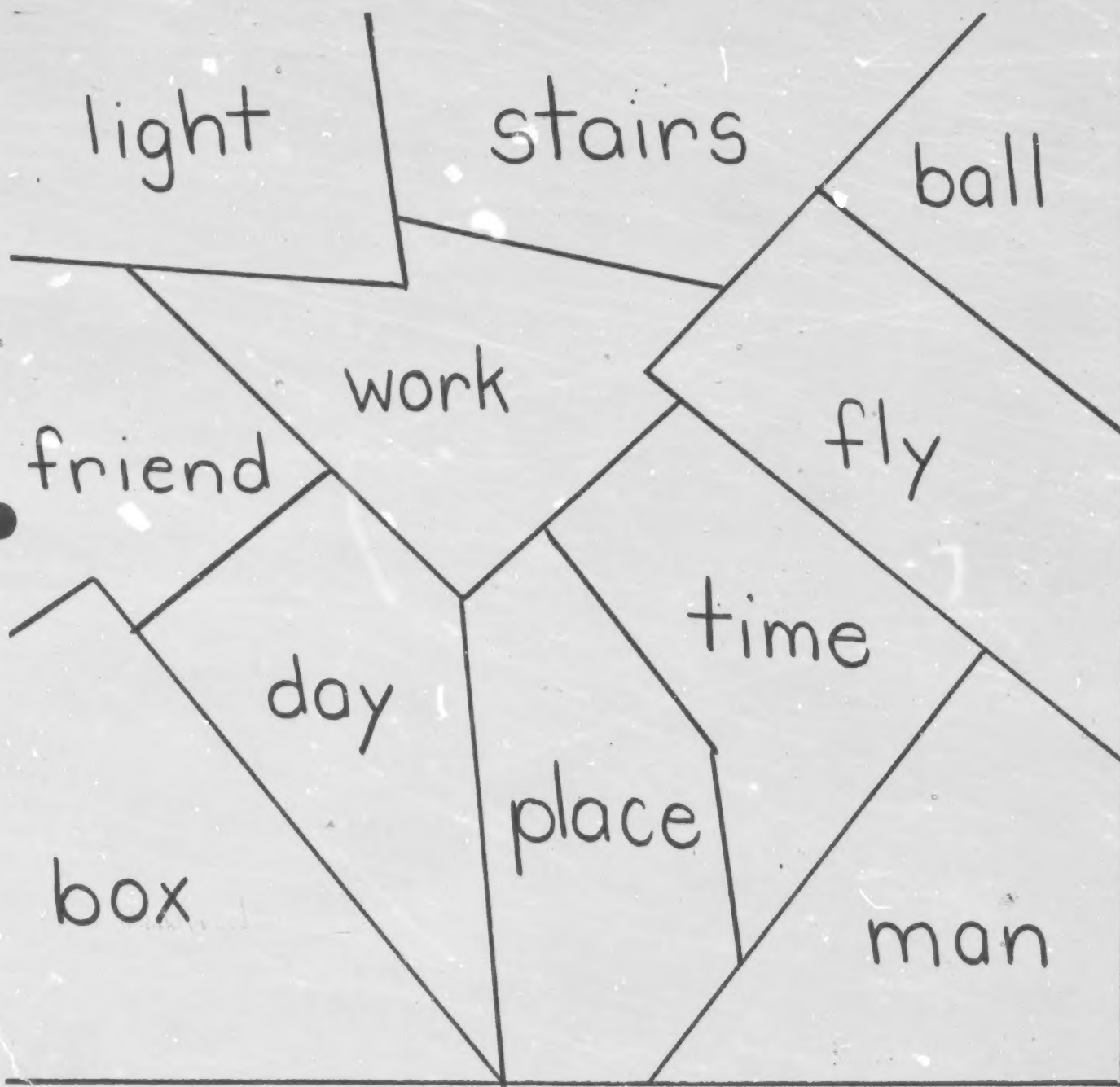
1. _____
2. _____
3. _____
4. _____



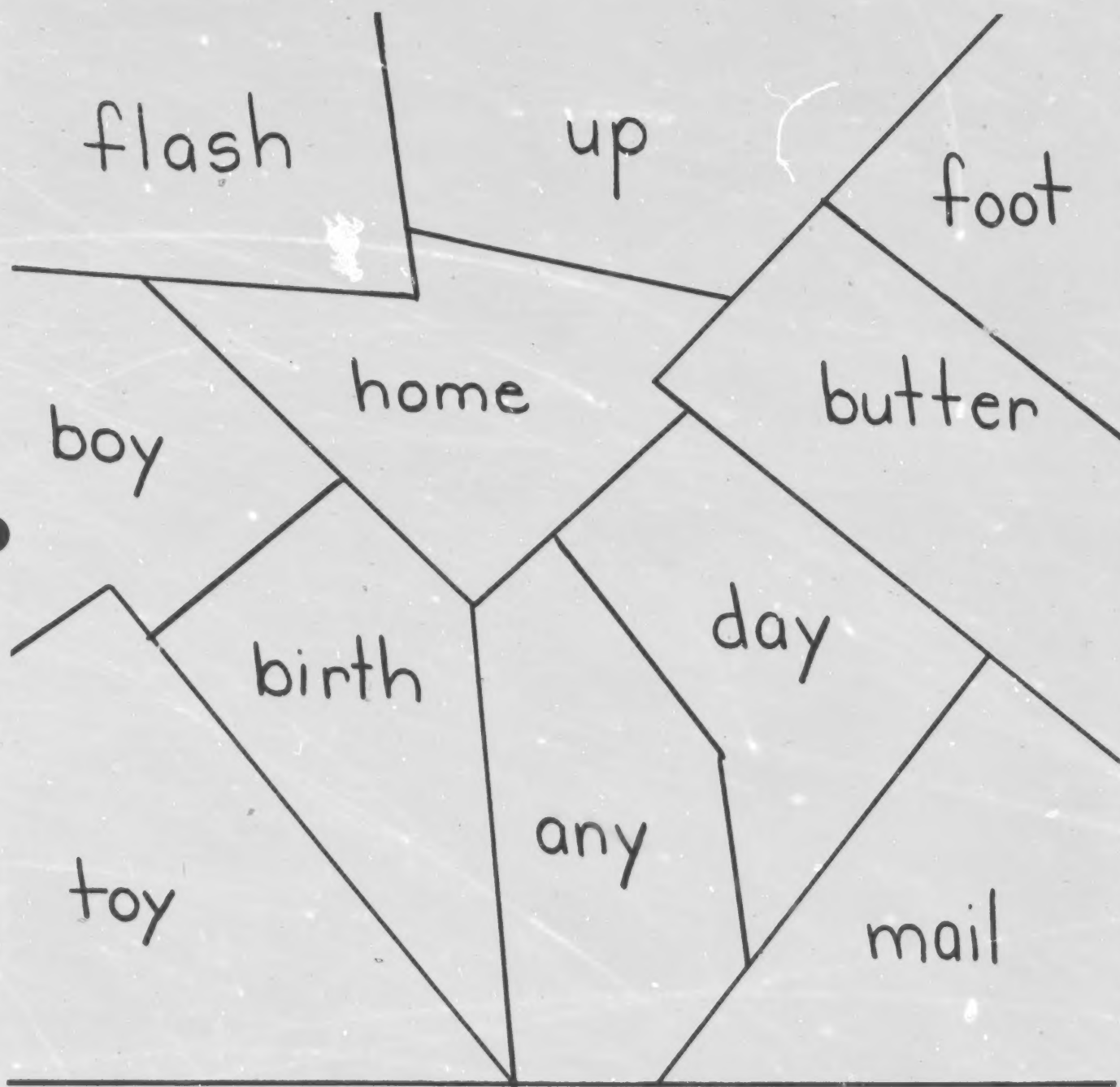
ANSWER SHEET

t s f a s t e r x m y z b b
 s c s a f e l y e l l s l a
 b l k o p d z i p p e d a r
 l i n k e d a y b l m p y q
 a m t r s o l q w i s h e s
 c b p r q i s l e e p y d l
 r e k a l n e a t n e s s o
 l d y c d g r e a t e r i z
 p l a y f u l d c a r q n k
 u z q r t o p s k s u n g s
 t r y i n g o r s t s a i l
 t a e p z r i k d e h e n a
 i s a e k n o t e d i n g c
 n e r u n n i n g n d u y
 g u l o o k e d s g s a w
 z e y w r t s a y i n g l

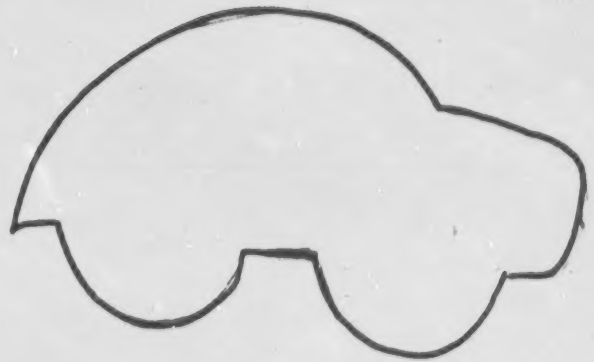




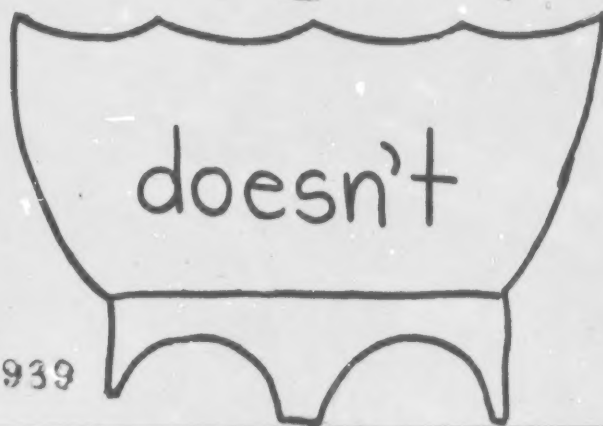
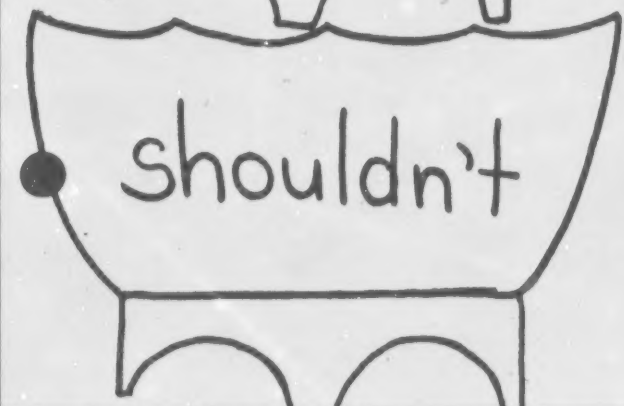
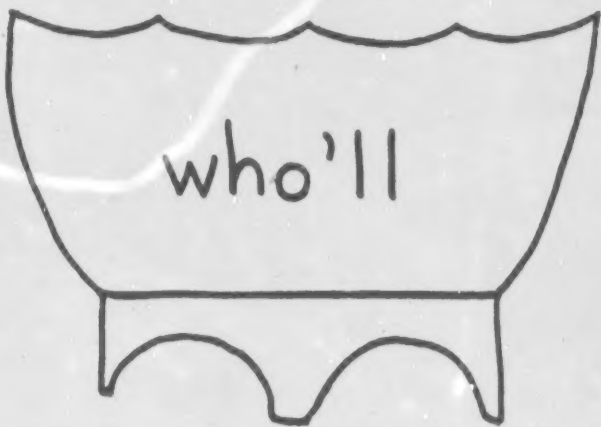
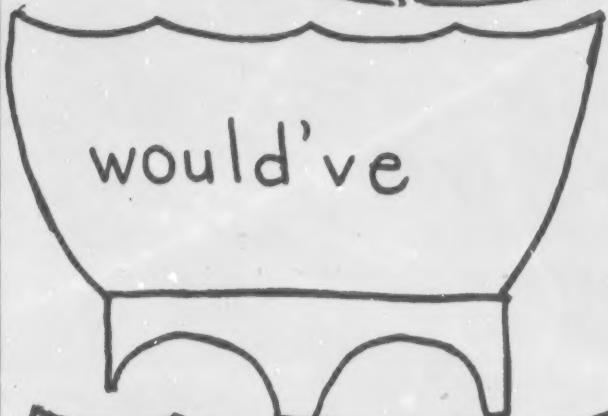
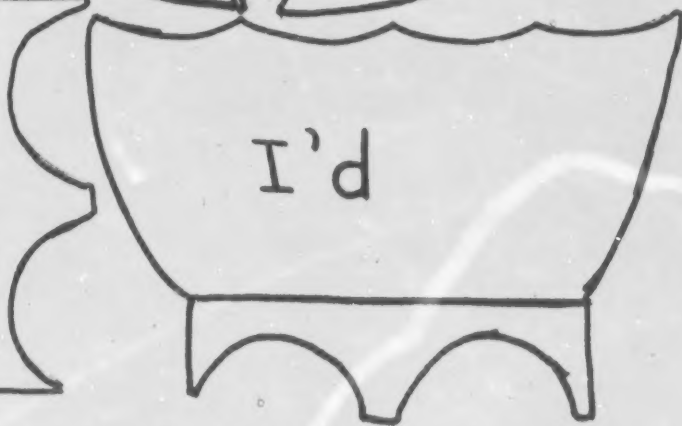
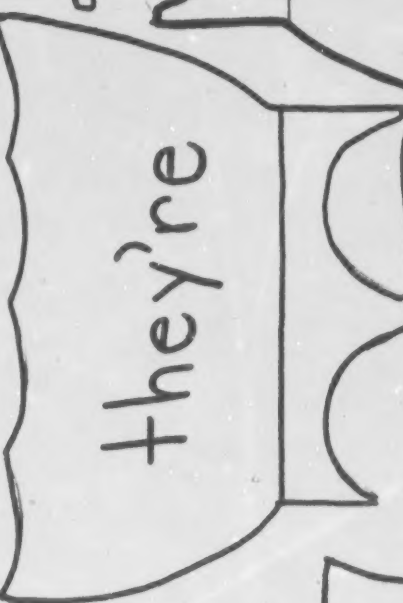
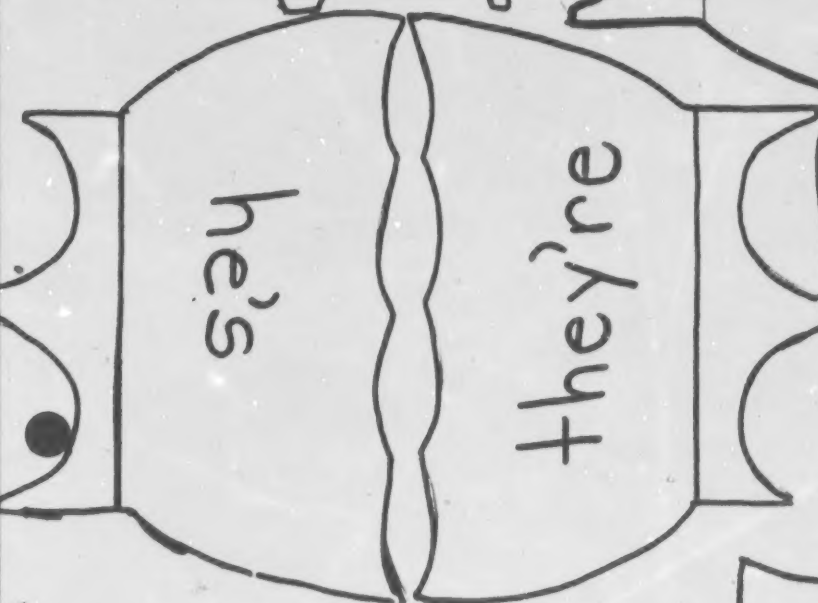
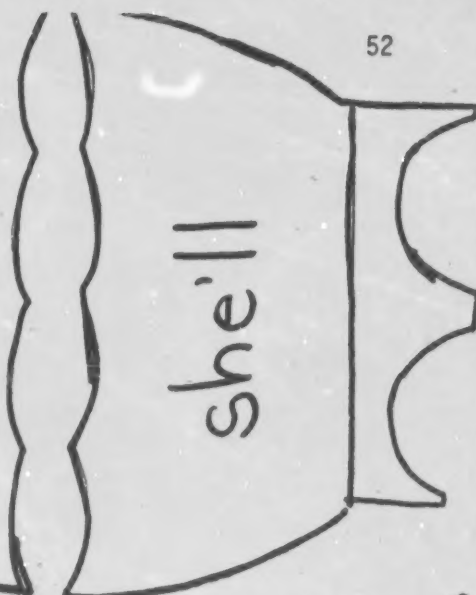
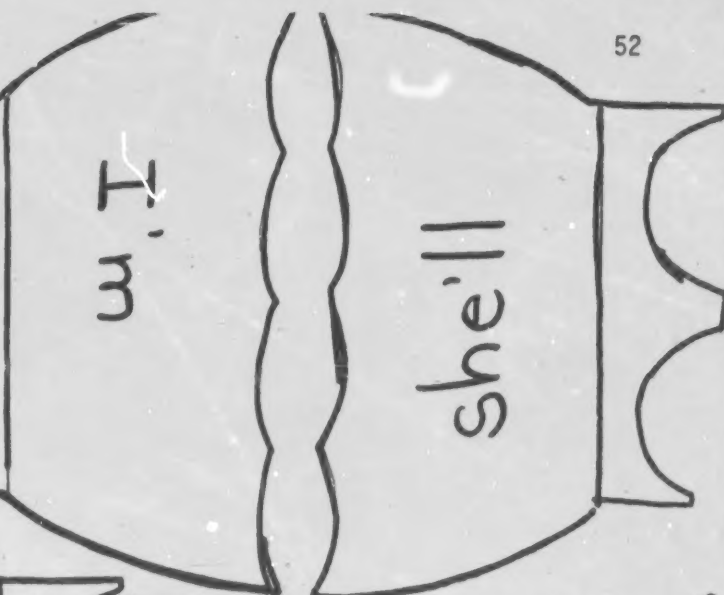
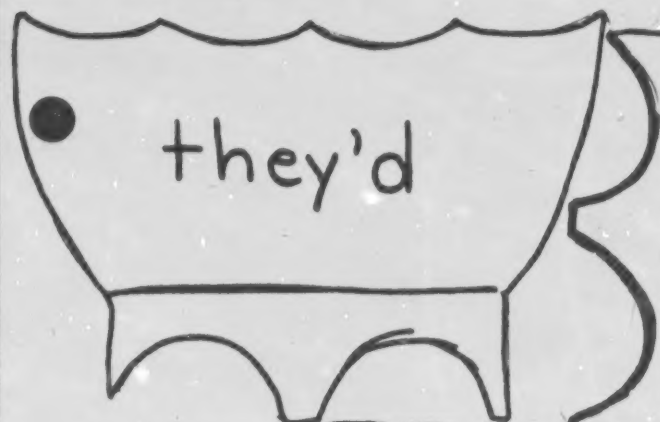
Use for board

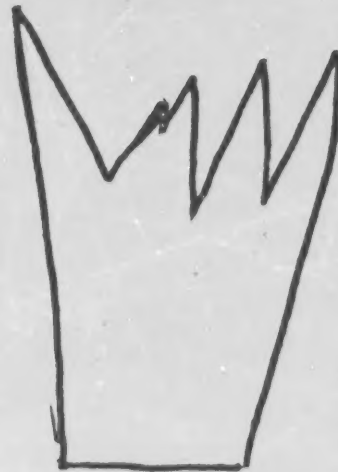


Cut for puzzle pieces 937



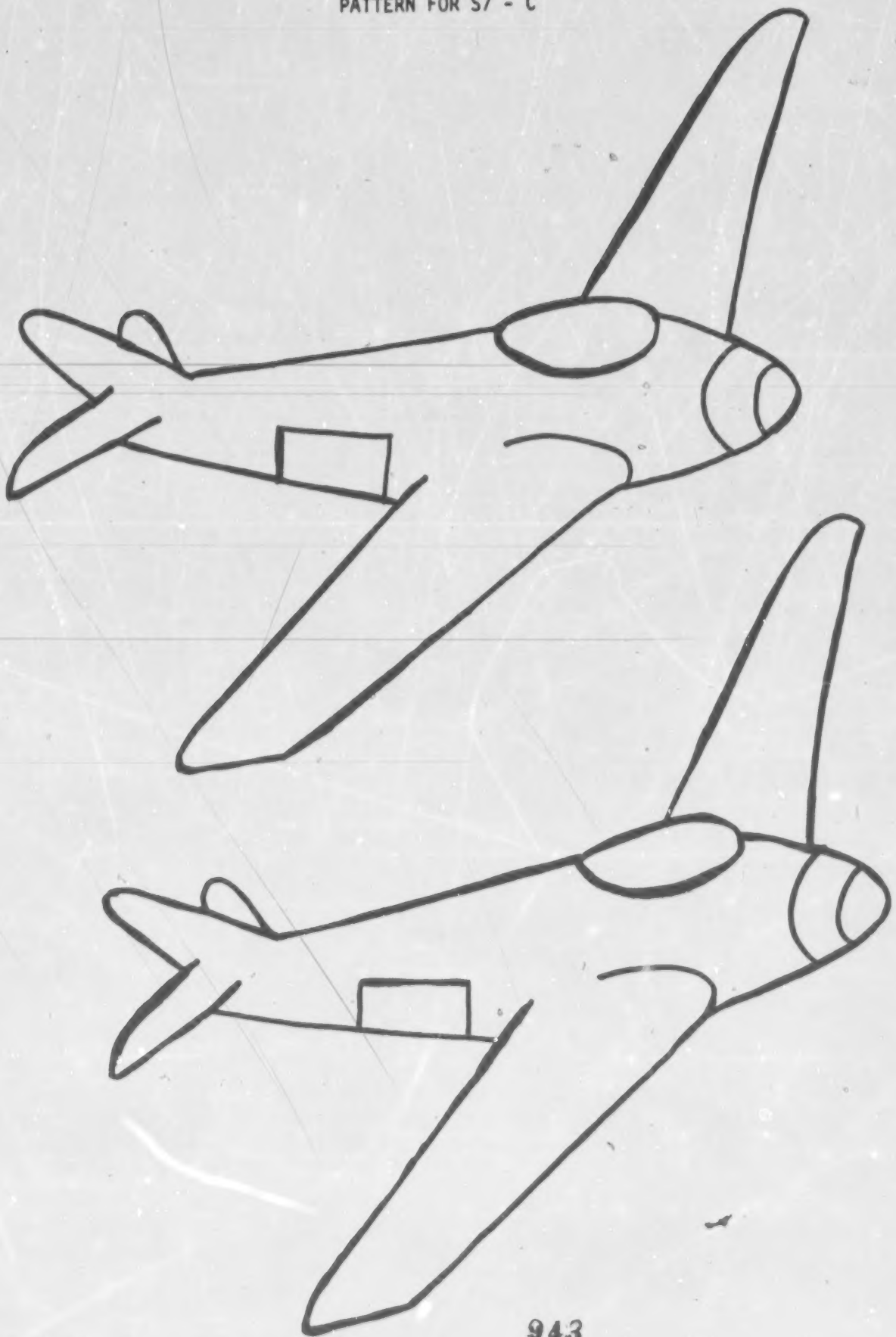
I would has not

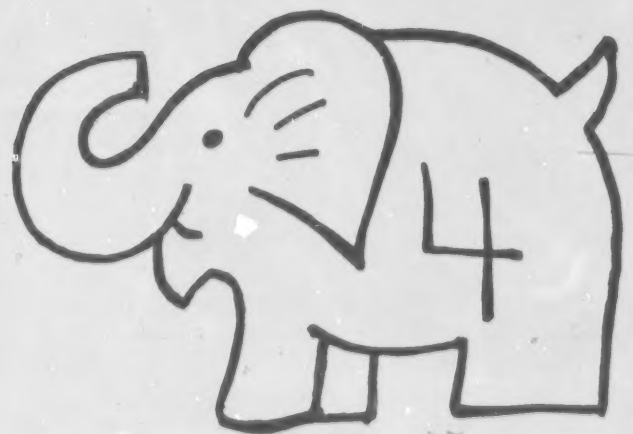
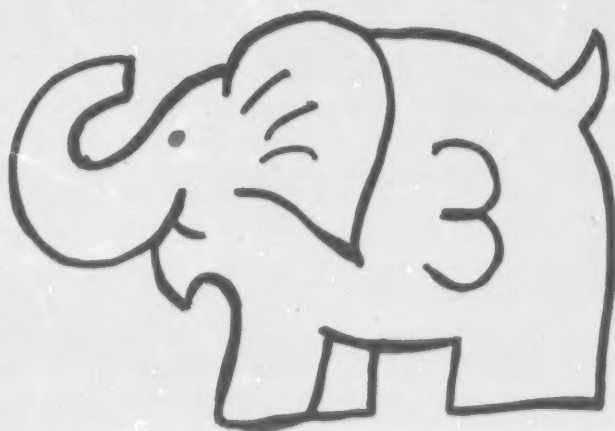








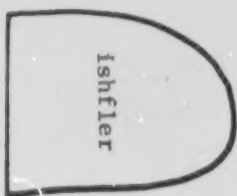
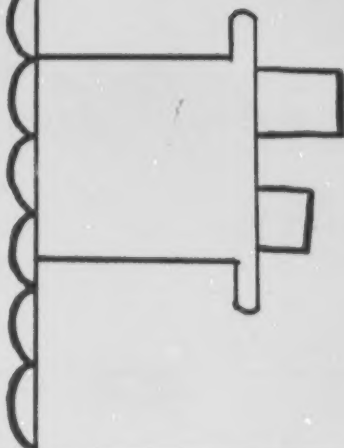








PATTERN FOR S9 - D



ishfler



presner



troastsel
kreally
emliff
ildome

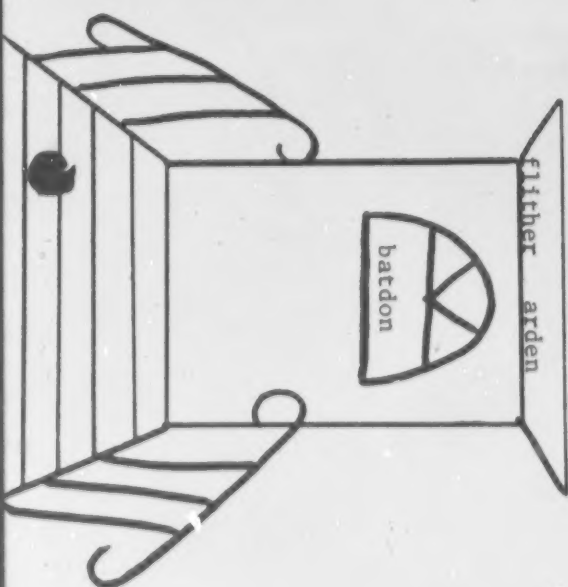
ldsom
lrksel
muter
speander

ircal
bothar
whetrick
axkrim

lrstar
grimbly
sloamster

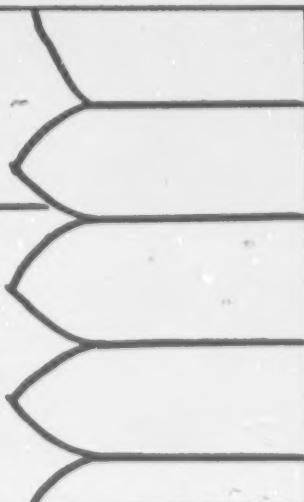
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teasner

sleamer
ertion
staipen



fitcher arden

batdon



troshum

treeble

turkle

stursor

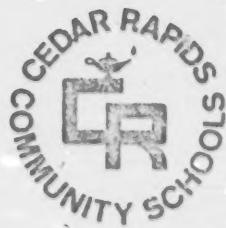
S9-D

917



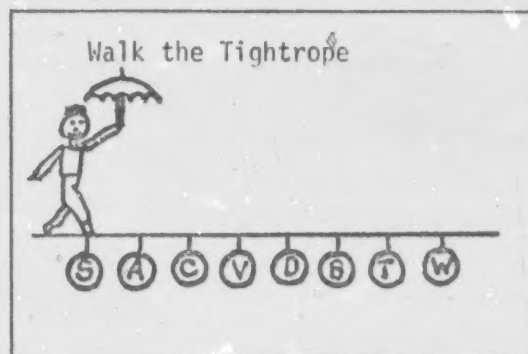
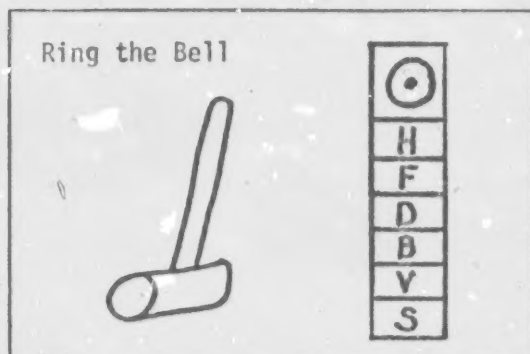
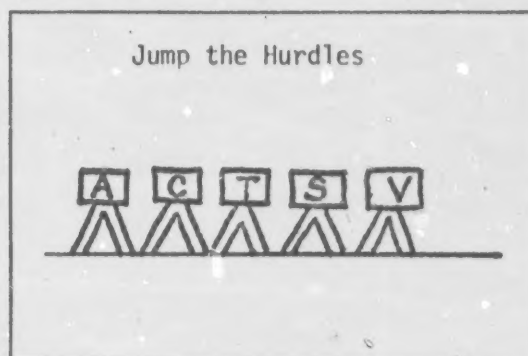
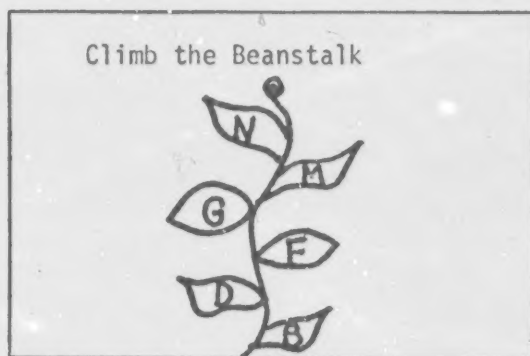
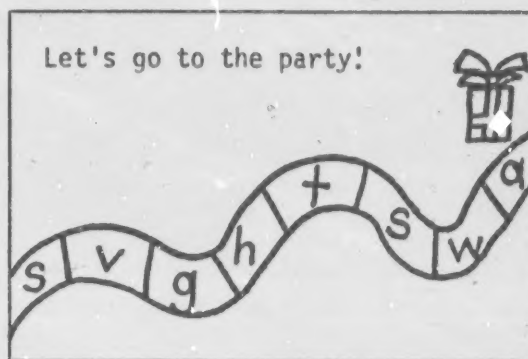
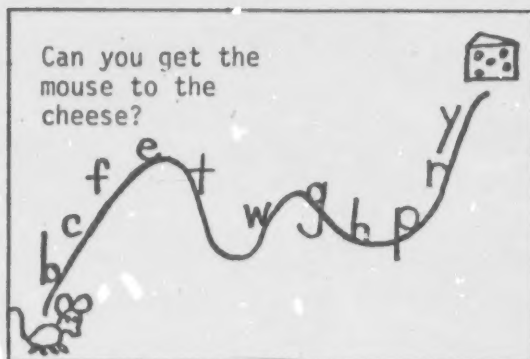
Skills Practice Sheets

Project BASIC Reading



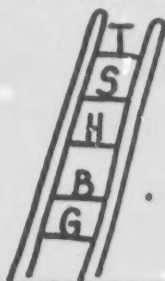
Letter Names - Bulletin Board or Activity Ideas

The following may be drawn on the chalkboard to be used with a small group or an individual. They may also be placed on a bulletin board. Letters may be changed frequently as others are mastered. These ideas might also be used for transparencies, omitting the letters.



Project BASIC Reading
Cedar Rapids, Iowa
RI-Letter Names

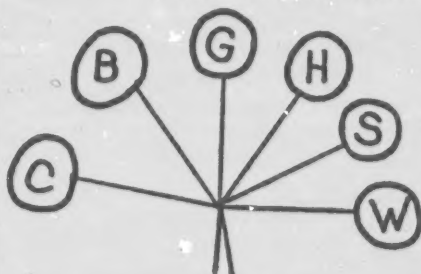
Climb the Ladder



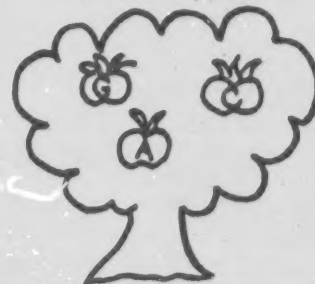
Knock the Pins Over



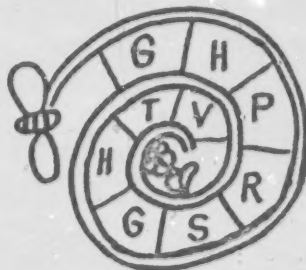
Break the Balloons



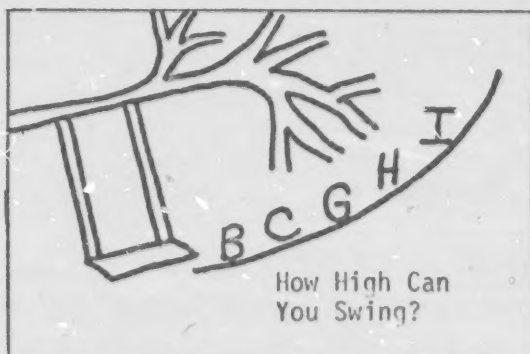
Pick the Apples



Help the Bee Find the Flower



Pick the Flower



How High Can
You Swing?

How Many Fish Can You Catch?



spr

squ

spl

str

thr

shr

scr

Put a ring around the blend at the beginning of each word.

squeak

splat

screech

threw

shrug

scratch

thrust

struggle

strap

spread

shrill

stream

squash

stroke

scrunch

Scrabble

If you have time, you may want to use some of these words to:

1. Make a crossword puzzle
2. Make up some riddles

Maybe you'd like to share what you made with your friends and your teacher.

Project BASIC Reading
Cedar Rapids, Iowa
P7-Initial Consonant Blends

Directions: Choose an r-blend to put in each blank: pr, cr, dr, br,
fr, gr, tr.

1. Opposite of laugh _____y
2. Opposite of stale _____esh
3. Opposite of ugly _____etty
4. Opposite of wet _____y
5. Opposite of fix _____eak
6. Opposite of shrink _____ow
7. Opposite of dark _____ight
8. Opposite of enemy _____iend
9. Opposite of take _____ing
10. Opposite of pick up _____op

1. The bride and _____oom were in the wedding.
2. She used a comb and _____ush on her hair.
3. We had Pepsi to _____ink at the party.
4. Mary won first _____ize at the Fair.
5. There was a _____ack in the window.
6. Joe used a _____oom to sweep the steps.
7. The color of grass is _____een.
8. Tom saw a _____og in the water.
9. John rode a _____ain to New York.
10. The ring fell down the _____ain in the sink.
11. Think! Use your _____ain.
12. We caught a mouse in the _____ap.

13. Mary had a big ____in on her face.
14. Mother used an iron to ____ess the shirt.
15. We cooked hot dogs on the ____ill.
16. Don't ____op the glass!
17. She fed the birds bread ____usts.
18. Sue plays a ____um in the band.
19. I'll ____ade this car for your ball.
20. The elephant has a long ____unk.

Put a picture in each square. Draw the pictures, or cut them from old magazines.

<u>pr</u>	<u>dr</u>	<u>cr</u>
<u>fr</u>	<u>gr</u>	<u>tr</u>

Mark blends with p in them this way:

split

spray

spam

Mark blends with q in them this way:

quilt

squid

spring

splat

sprig

spill

splat

quill

squid

splash

quite

squish

spread

split

squirt

quart

spine

sprite

spoke

squad

1. Look at that boy _____ down the street !

sunning

funning

running

2. We were _____ behind the trees. •

riding

hiding

sliding

3. I really like _____ in a tent.

keeping

weeping

sleeping

4. The girl fell down and _____.

cried

tried

fried

5. Dad is _____ Mom's birthday cake.

shaking

raking

baking

6. The school is _____ a note to our parents.

sending

lending

blending

7. The clock was _____ softly.

picking

ticking

licking

8. Jim was _____ at me.

slinking

thinking

winking

9. The girls were _____ rope.

jumping

bumping

pumping

10. The children went _____ at the lake.

wishing

fishing

dishing

Silly Stuff



We have a postman named Gail,

Who has a really great tail.

It is bushy and long,

And he sings us this song:

"Come get your mail from the pail on my tail."

I know a girl named Nan.

One day she ran and ran and ran.

She huffed and she puffed,

And she puffed and she huffed,

As she ran with the fan to the pan.



Place a  under the blend in each word.

play

snow

slow

front

place

slides

still

trip

bring

plane

fly

climb

tried

ground

greenhouse

flowers

trick

clothes

stayed

small

flashlight

plane

brother

blow

cleaned

gray

truck

smell

dressed

crows

Look at each picture. Name it to yourself. Listen to the blend at the beginning. Think what letters stand for the blend. Circle the same blend in the column below. Think what each word means.



sprain
blanket
singer
spread
speak
sprinkler
green



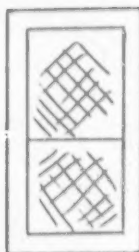
sky
shrimp
chipmunk
shrink
gloves
shred
shrill



pilot
strain
stray
summer
strawberry
shed
bread



squirrel
stable
squid
stadium
square
squash
silly



screen
station
shoe
scrabble
scratch
shine
scroll



spring
stem
spin
spree
sprout
strike

Auditory Discrimination of Beginning Sounds

GOING SHOPPING

Purpose: Auditory Discrimination

Players: 3 - 5 •

Materials: Picture cards, each showing an object that could be purchased on a shopping trip. Use commercial picture cards, such as Ideal Pegboard Cards, or make a set, using pictures from magazines and catalogs. (This is a good job for volunteers!)

Directions: Each child is given 5 cards by a leader who then asks: "Who has bought something that starts with M?"

TRAIN RIDE

Purpose: Auditory Discrimination

Players: whole class (or reading group)

Materials: none

Directions: Choose a leader (engineer) who calls out a word (run). Then each child "climbs aboard" by giving a word beginning with that consonant.

When the train is complete, the leader travels around the room dropping off each passenger as he reaches his "home."

Adaptations: final consonant
blends
speech consonants
vowel sounds

DIRECTIONS

This sheet is designed to help children make fine discriminations between two letter and three letter blends. The child is to circle the letters representing the blend heard at the beginning of the cue words, which are read by the teacher or tutor, or which are put on tape. Use box one as an example. Help the child discover that the two clusters are almost, but not quite, the same. Ask him to listen to a word and decide which cluster stands for the blend he hears at the beginning of the word. ("Listen to the word thumb. Look at both blends. Put a circle around the blend you hear at the beginning of thumb.")

- | | |
|--------------|-------------|
| 1. thumb | 15. spring |
| 2. shrink | 16. thread |
| 3. spool | 17. split |
| 4. stork | 18. spoil |
| 5. quack | 19. scald |
| 6. scratch | 20. shore |
| 7. sprinkle | 21. quiz |
| 8. throat | 22. stroke |
| 9. shorten | 23. sprang |
| 10. spoons | 24. scrape |
| 11. scorch | 25. thought |
| 12. shred | 26. spare |
| 13. square | 27. squish |
| 14. straight | |

Project BASIC Reading
Cedar Rapids, Iowa
P7-Initial Consonant Blends

1	2	3
4	5	6
7	8	9
10	11	12
13	14	15
16	17	18
19	20	21
22	23	24
25	26	27

Project BASIC Reading
 Cedar Rapids, Iowa
 P7-Initial Consonant Blends

Answer Key

1 thr (th)	2 (shr) sh	3 (sp) spl
4 str (st)	5 (qu) squ	6 sc (scr)
7 (spr) sp	8 th (thr)	9 shr (sh)
10 spl (sp)	11 (sc) scr	12 (shr) sh
13 qu (squ)	14 st (str)	15 (spr) sp
16 th (thr)	17 (spl) sp	18 (sp) spl
19 scr (sc)	20 (sh) shr	21 squ (qu)
22 st (str)	23 sp (spr)	24 sc (scr)
25 (th) thr	26 spr (sp)	27 (squ) qu

1 ● thr th	2 shr sh	3 sp spl
4 str st	5 qu squ	6 sc scr
7 spr sp	8 th thr	9 shr sh
10 spl sp	11 sc scr	12 shr sh
13 ● u squ	14 st str	15 spr sp
16 th thr	17 spl sp	18 sp spl
19 scr sc	20 sh shr	21 squ qu
22 st str	23 sp spr	24 sc scr
25 ● th thr	26 spr sp	27 squ qu

DIRECTIONS: Do "fun things" with the letters by giving the children certain directions such as

1. Draw a red heart around the letter M.
2. Draw a line connecting the A with the letter P.
3. Draw a box around the letter R.
4. Draw a road from the letter L to the letter D.
5. Draw the numeral eight around A and F.

EXAMPLE: Put letters on a worksheet or else place them on the board for the children to copy.

A	H	D
F	P	R
G	L	M

Pick a word to fit each sentence.

hand 1. The _____ will march down the street.

band grand

park 2. The teacher will _____ our papers when we are done.

dark mark

old 3. Mother has a pretty _____ dress.

gold mold

look 4. Put your coat on the _____.

hook nook

sleep 5. The water is very _____.

weep deep

show 6. Jane's hair will _____ in the wind.

blow low

feed 7. Do you _____ help?

need reed

pen 8. Mother gave me _____ books.

ten men

Put each word from the top beside its rhyming word.

park

all

dear

saw

went

back

how

hat

hop

fast

soon

walk

boys

make

came

mop top

rat _____

lame _____

last _____

noon _____

toys _____

mark _____

now _____

sent _____

fear _____

paw _____

talk _____

hall _____

lack _____

rake _____

Say the name of the picture. Put a circle around the letter that stands for the last sound.

p d n (b) x



p d n b x



p d n b x



w x l t v



g b p q d



t m g b d

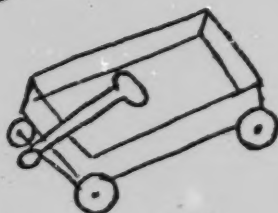


p l t b d

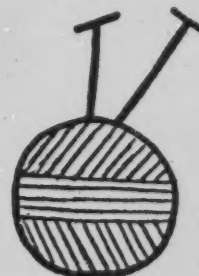


d t l s b

Put in the letters for the first and last sounds.

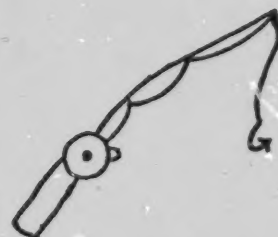












RHYME TIME

Draw lines to connect the rhyming words. Try changing the beginning sounds to make other rhyming words.

he

Dick

brake

down

trick

back

crack

me

grow

nice

price

show

frown

make

Fred

play

crook

not

him

book

stay

Tim

grand

and

trot

red

Project BASIC Reading
Cedar Rapids, Iowa
P3-Initial Consonants

Put the correct word in the blank.

1. We had _____ on Easter.

has ham hat

2. My dog _____ the mailman.

big bit bin

3. In the summer, the _____ is hot !

sun sub sum

4. She will _____ play with me.

not nod nor

5. When it is hot, we use a _____.

fat fan fad

6. If you eat too much, you will get _____.

fat fan fad

7. Do you want to write with my new red _____ ?

pet pen ped

8. The boys _____ the dog outside.

leg led let

9. Would you like to _____ in this new chair?

sip sit sib

10. The man's _____ blew off his head.

sat

hat

had

11. My bunny can _____ fast.

hop

hot

not

12. My pet is a big, black _____.

cap

cab

cat

square

squeals

quick

squeeze

quart

squirrel

quacking

squeaky

quarter

quilts

queen

squirt

1. The duck was _____ very loudly.
2. A _____ hides nuts in that big oak.
3. It's fun to _____ oranges to make juice.
4. Do you have change for a _____?
5. That _____ door needs some oil.
6. Please buy a _____ of milk when you go to the store.
7. Will you give me a _____ piece of paper?
8. Hey!! Don't _____ me with that water pistol.
9. It's so cold you need two _____ on your bed.
10. The pig _____ when it gets hurt.
11. The king and _____ have a new palace.
12. You really have to be _____ to catch a toad.

Project BASIC Reading
Cedar Rapids, Iowa
Emphasis: qu and squ

Circle the word that makes sense. Cup the blend in the word you circle.

1. The wind will (show blow glow) very hard.
2. This plant will have a pretty (room gloom bloom).
3. John is very (Jim whim slim).
4. We were (had clad glad) to see Sally.
5. My cat is (Jack black slack) and gray.
6. That turtle is very (show slow glow).
7. That (jump plump stump) is from when Dad cut down our big elm tree.
8. My rocket will (fast blast mast) off soon.
9. This is a good (man scan plan).
10. We like to use (play clay slay) in art class.

Project BASIC Reading
Cedar Rapids, Iowa
P7-Initial Consonant Blends

Draw a line to the word that ends the same.

stump	it
slide	jump
skin	tail
stick	and
spill	walk
swim	show
spell	ill
snake	teil
smell	ride
snail	in
skit	Dick
slow	him
stalk	bake
stand	well

Name _____

Directions: Answer yes or no.

1. Can a cat scratch with his claws? _____
2. Would you keep your mother in a scrapbook? _____
3. Would you scream if you were scared? _____
4. Would you put a screen door on a car? _____
5. Do rabbits screw on their ears? _____
6. Could a football team have a scrimmage? _____
7. Would you be glad if you split your pants? _____
8. Could you splash in a puddle? _____
9. Does your head split into two parts if you have a splitting headache? _____
10. Would you like a skunk to spray you? _____
11. Is spring the best time to see a football game? _____
12. Should you sprinkle pepper on ice cream? _____
13. Could a strand of hair be twelve inches long? _____
14. Does a zebra have black and white stripes? _____
15. Is a baby strong enough to change a flat tire? _____
16. Do policemen ride in squad cars? _____

Project BASIC Reading
Cedar Rapids, Iowa
P7-Initial Consonant Blends

Three-letter Blends

17. Would a fat man squash a grape if he sat on it? _____
18. Might you squint if the sun was in your eyes? _____
19. Are there three quarters in a dollar? _____
20. Can a pro baseball player throw a ball two miles? _____
21. Could a king sit on a throne? _____
22. Could you pick apples from a shrub? _____
23. Could you eat shrimp for dinner? _____

ALL DONE! !

(Unless you'd like to make
up some of your own!)

Project BASIC Reading
Cedar Rapids, Iowa
P7-Initial Consonant Blends

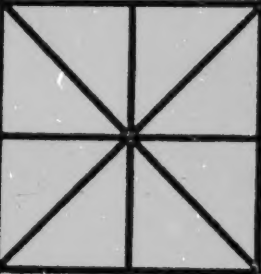
Put the correct word in the blank

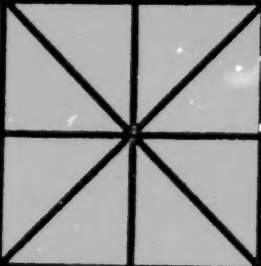
1. Did Sally eat _____ for dinner?
seat meat heat
2. Pam is very _____.
ball wall tall
3. Will you _____ rope with me?
jump pump hump
4. I _____ a letter in the mail.
sent tent went
5. I have a _____ cat.
black sack tack
6. I like to play that _____.
tame same game
7. My dog has a black and white _____.
saw law paw
8. Do you like my new _____?
toy boy joy
9. I _____ and hurt my knee.
tell sell fell

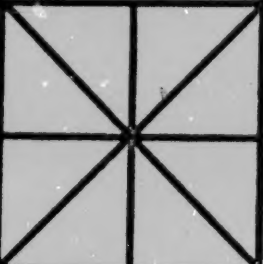
1. Hey, look at that _____ way at the top of the tree.
 squirrel squid squeak
2. It is lots of fun to _____ in the mud in the spring.
 split splat splash
3. I can't _____ until I finish my work.
 quick quit quake
4. I really had to _____ when I saw Creature Feature on T.V.
 screech scratch scream
5. Some clothes _____ when you wash them in very hot water.
 shrink shrill shrug
6. Tom _____ the ball too hard and broke the window.
 through threw thrill
7. Step on the _____ and see how much you weigh.
 scale scab scat
8. The little mouse made a tiny _____ when the cat almost
 ate him.
 squish squash squeak
9. The car _____ to a stop so it wouldn't hit the kitten.
 scratched screeched scraped
10. You must be _____ in the IMC.
 quiet quit quite

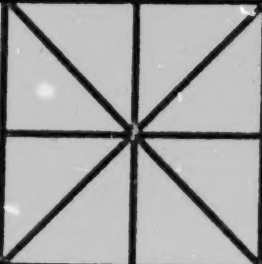
Project BASIC Reading
 Cedar Rapids, Iowa
 P7-Initial Consonant Blends

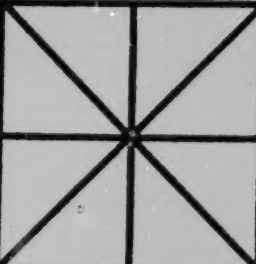
11. The egg went _____ when it hit the pan.
split splat splinter
12. You really should use red _____ to sew a red shirt.
three threw thread
13. The canary had a very _____ voice
shrii! shriek shrug.
14. The boy _____ his pants when he jumped over the fence.
splat splash split
15. It is a big _____ to do well on your work.
thread threw thrill

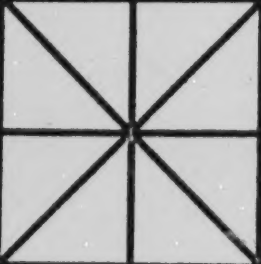
squat	square	throb	string	spring
three	split	squash	strip	splash
squeak	squish		through	spread
threw	stretch		sprinkle	thread
strap	straw	splat	thrash	shriek

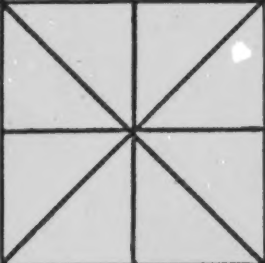
quit	squeeze	throw	shrill	scrap
splash	strong	spray	twice	scab
spit	drive		free	fly
chop	blow		which	thing
grin	them	small	train	chalk

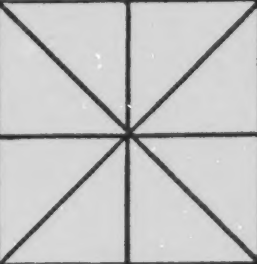
thread	shriek	scream	squash	straw
splash	scat	twig	quake	wheel
prism	drive		glass	skate
throw	shred		scratch	strap
scale	split	twitch	quail	whistle

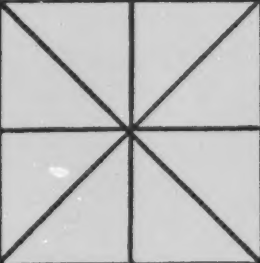
twilight	quit	whip	prison	drip
glaze	skip	throb	shrill	screech
squeal	strike		splinter	skunk
quite	quiet		what	print
		where		
dribble	prince	glide	squirt	glove

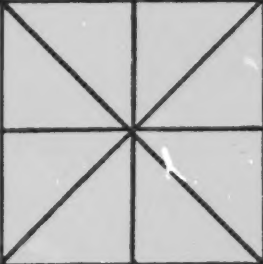
chicken	wheel	when	shoes	show
which	chair	them	than	thin
things	why			children
white	then	what	they	think
thank	chin	shape	there	check

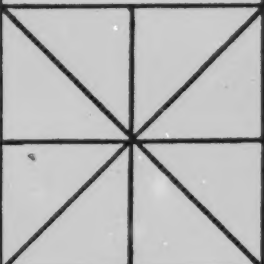
wheel	when	shoes	show	chicken
'chair	them	than	thin	which
why	phone		children	things
then	what		think	white
chin	shape	there	check	thank

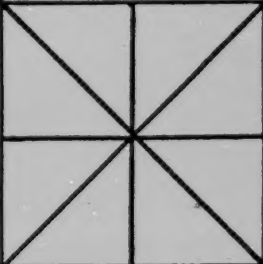
thread	shriek	scream	squash	straw
splash	scat	twig	quake	wheel
prism	drive		glass	skate
throw	shred		scratch	strap
scale	split	twitch	quail	whistle

twilight	quit	whip	prison	drip
glaze	skip	throb	shrill	screech
squeal	strike		splinter	skunk
quite	quiet		what	print
		where		
dribble	prince	glide	squirt	glove

quit	squeeze	throw	shrill	scrap
splash	strong	spray	twice	scab
spit	drive		free	fly
chop	blow		which	thing
grin	them	small	train	chalk

squat	square	throb	string	spring
three	split	squash	strip	splash
squeak	squish			spread
threw	stretch			thread
strap	straw	splat	thrash	shriek

wheel	when	shoes	show	chicken
chair	them	than	thin	which
why	phone		children	things
then	what		think	white
chin	shape	there	check	thank

chicken	sheel	when	shoes	show
which	chair	them	than	thin
things	why		phone	children
white	then		they	think
thank	chin	shape	there	check

Mimeograph one, or many, sets of riddle cards and answer cards. (Directions to go with each set are included on the answer card sheet.)

Use as individual or small-group activities. If the format is attractive to the students, why not enlist them as "authors" of new activities. The teacher should act as "editor," suggesting the skill to be incorporated in each set of materials, and doing the proofreading before "rough copy" is okayed for final publication!

An alternative worksheet form with the same content has been provided.

Project BASIC Reading
Cedar Rapids, Iowa
P8-Initial Consonant Blends
Silent Letters (m~~h~~, w~~r~~, k~~h~~)

quit

wreck

wrapper

knot

squeak

quart

quilt

squirrel

write

knife

square

climb

quack

thumb

knit

What do you call it when
two cars smash into each
other?

I am made of paper. I
can be any color. There
is writing all over me.
I am something that covers
gum.

I am the sound a duck
makes. What am I?

You can do this on a
mountain, or in a tree,
or on a jungle gym, or
on a rope.

You might use me to keep
yourself warm on cold
winter nights.

I am part of your hand.
I am not a finger.
What am I?

I have 4 sides and 4 sharp
corners. What am I?

Project BASIC Reading
Cedar Rapids, Iowa
P8-Initial Consonant Blends
Silent Letters (mb,wy,kyl)

I am brown or gray. I
have a bushy tail. I like
nuts. What am I?

I am what a car does when
it runs out of gas.

You can do it on paper or
on chalkboard. You can do
it with a pen or with a pencil.

Use me if you want to make
sure something stays tied
tightly.

This is a way of making a
sweater, or mittens, or a
cap. You do this with yarn
and needles.

I am a bottle. You can put
4 cups of milk in me. What
size am I?

I am a sound that is made by a
shoe, or a door, or a mouse.

Be careful with me! I'm very
useful, but I can cut you.

What do you call it when
two cars smash into each
other?

I am brown or gray. I
have a bushy tail. I like
nuts. What am I?

I am made of paper. I
can be any color. There
is writing all over me.
I am something that covers
gum.

I am what a car does when
it runs out of gas.

I am the sound a duck
makes. What am I?

You can do it on paper or
on chalkboard. You can do
it with a pen or with a pencil.

You can do this on a
mountain, or in a tree,
or on a jungle gym, or
on a rope.

Project BASIC Reading
Cedar Rapids, Iowa
PB-Initial Consonant Blends
Silent Letters (mb,wr,kn)

Use me if you want to make
sure something stays tied
tightly.

You might use me to keep
yourself warm on cold
winter nights.

I am a sound that is made
by a shoe, or a door, or
a mouse.

This is a way of making a
sweater, or mittens, or a
cap. You do this with yarn
and needles.

Be careful with me! I'm very
useful, but I can cut you.

I am a bottle. You can put
4 cups of milk in me. What size
size am I?

I am part of your hand.
I am not a finger. What
am I?

Project BASIC Reading
Cedar Rapids, Iowa
P8-Initial Consonant Blends
Silent Letters (mb, wy, kn)

I have 4 sides and 4 sharp
corners. What am I?

squirrel

write

knife

square

climb

quack

thumb

knit

Project BASIC Reading
Cedar Rapids, Iowa
P8-Initial Consonant Blends
Silent Letters (mþ, wʃ, kʃ)

Directions: Match each riddle with an answer. Check your answers by matching the numbers on the backs of the riddle cards and the answer cards.

quit

wreck

wrapper

knot

squeak

quart

quilt

Project BASIC Reading
Mar Rapids, Iowa
16-Initial Consonant Blends
Silent Letters (mb, wr, kn)

HELLO!

Please fill me with words.

• Thank you !!!

words that begin with wh

Whistle

words that begin with th

Thick

words that begin with sh

Shoe

words that begin with ch

Chap

Put one of these words in each blank.

slip

spade

slick

spare

score

Scout

spoon

smile

spent

scarf

1. You eat ice cream with a _____.
2. When I had a flat tire, I was glad I had a _____ tire.
3. It's good to see a _____ on your face.
4. I _____ all my money.
5. Be careful or you might _____ on the ice.
6. Use that _____ to dig up the garden spot.
7. Put a _____ around your neck. It's cold outside.
8. The _____ of the game was 3 to 1.
9. He was a Boy _____.
10. Watch out! That ice is really _____.

Project BASIC Reading
Cedar Rapids, Iowa
P8-Initial Consonant Blends (s blends)

squirrel

knot

limb

quit

lamb

wrens

squirt

crumbs

knit

wrench

knife

squish

1. Mice would just love to get all the cookie _____ you drop on the floor.
2. Just a minute, and I'll help you. I can't _____ until I finish the last page of the story.
3. I just love to feel the mud _____ between my toes.
4. That poor baby _____ can't find its mother sheep.
5. When you go camping, you need a good sharp _____. But you should use it as a tool, not as a toy.
6. I always know that Spring is really here when the _____ come to the little birdhouse in the back yard.
7. Will you please help me? I have a big _____ in my shoelace.
8. I give up! Don't _____ me with that gun.
9. Dan, I'm trying to fix my bike. Will you please get the small _____ from dad's toolbox?
10. Hey, look at that _____ way out on the _____ high in the tree.
11. That sure is a pretty sweater. Who _____ it for you?

Project BASIC Reading
Cedar Rapids, Iowa
P7, P8-Initial Consonant Blends
Silent Letters (squ, qu)

Think of the blend that you hear at the beginning of each word which needs to be finished. Decide what letters stand for the blend. Finish the word.

1. Hey! Don't ____eeze so hard when we shake hands. That hurts!
2. You don't need to worry about what size socks to buy if you get ____etch socks.
3. It's not raining very hard now. It's just a little ____inkle.
4. If you drink some of this magic potion, you will ____ink until your very tiny.
5. Don't go ____ough that doorway! The steps are being fixed.
6. Some people are really scared of mice. Every time they see one, they ____eam and run.
7. I want a banana ____it with lots of chocolate, and nuts, and a juicy red cherry on top of the ____ipped cream.

Blast Off with Blends

Please fill in with words that
end as marked. Good Luck!

Words that end with:
edg

Words that end with:
ng

Words that end with:
ch

Words that end with:
nd

Words that end with:
tch

Word List for P9 Bingo

dge

fudge
dodge
badge
edge
ledge
hedge
smudge
judge
budge
nudge
lodge
wedge

nk

bank
drink
blink
bunk
drunk
trunk

gh

rough
tough
enough
cough
trough

nd

bend
mind
find
fiend
send
tend
trend
lend
find

tch

match
watch
latch
switch
witch
ditch
fetch
catch
dutch

ng

ring
bring
bang
gang
hang
sung
hung
lung
string

sp

rasp
gasp
lisp
grasp
clasp

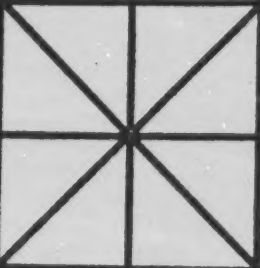
lt

colt
jolt
halt
built
stilt
fault
molt

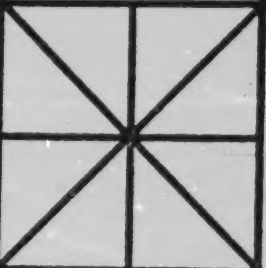
th

with
bath
math
path
both
moth

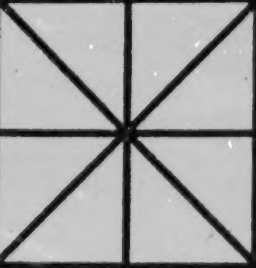
P9 Bingo - Card 1

sing	month	judge	catch	gasp
fetch	plank	laugh	dent	enough
lodge	wept		blend	slept
boit	fudge		budge	tough
dodge	witch	ditch	thing	kept

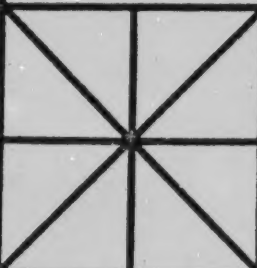
P9 Bingo - Card 2

budge	adopt	gasp	witch	wept
fudge	month	bolt	slept	thing
kept	catch			dent
plank	judge			fetch
sing	dodge	ditch	enough	tough
		lodge	blend	laugh

P9 Bingo - Card 3

thing	budge	blend	fudge	catch
adopt	wept	plank	month	dodge
kept	bolt		ditch	tough
laugh	sing		judge	lodge
gasp	witch	enough	dent	slept

P9 Bingo - Card 4

blend	gasp	fudge	witch	judge
ditch	thing	dodge	sing	lodge
fetch	month			
laugh	kept			
tough	budge	slept	catch	dent
		enough	adopt	wept
			bolt	plank

Directions: Circle each word which has long o sound. Put an X through each word which has the short o sound.

Sample:

~~map~~

slow

got

cot

tote

job

smoke

coat

boat

pop

spot

look

top

ox

float

rode

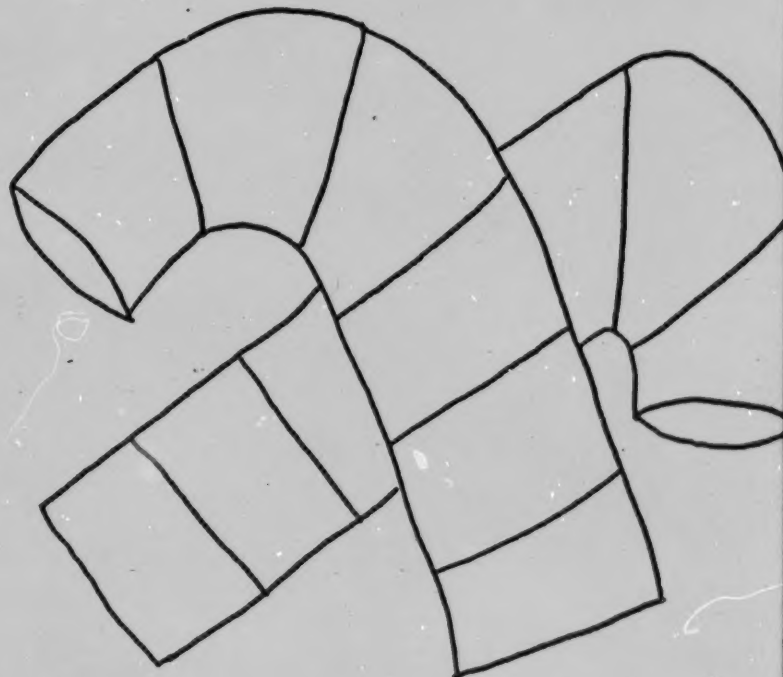
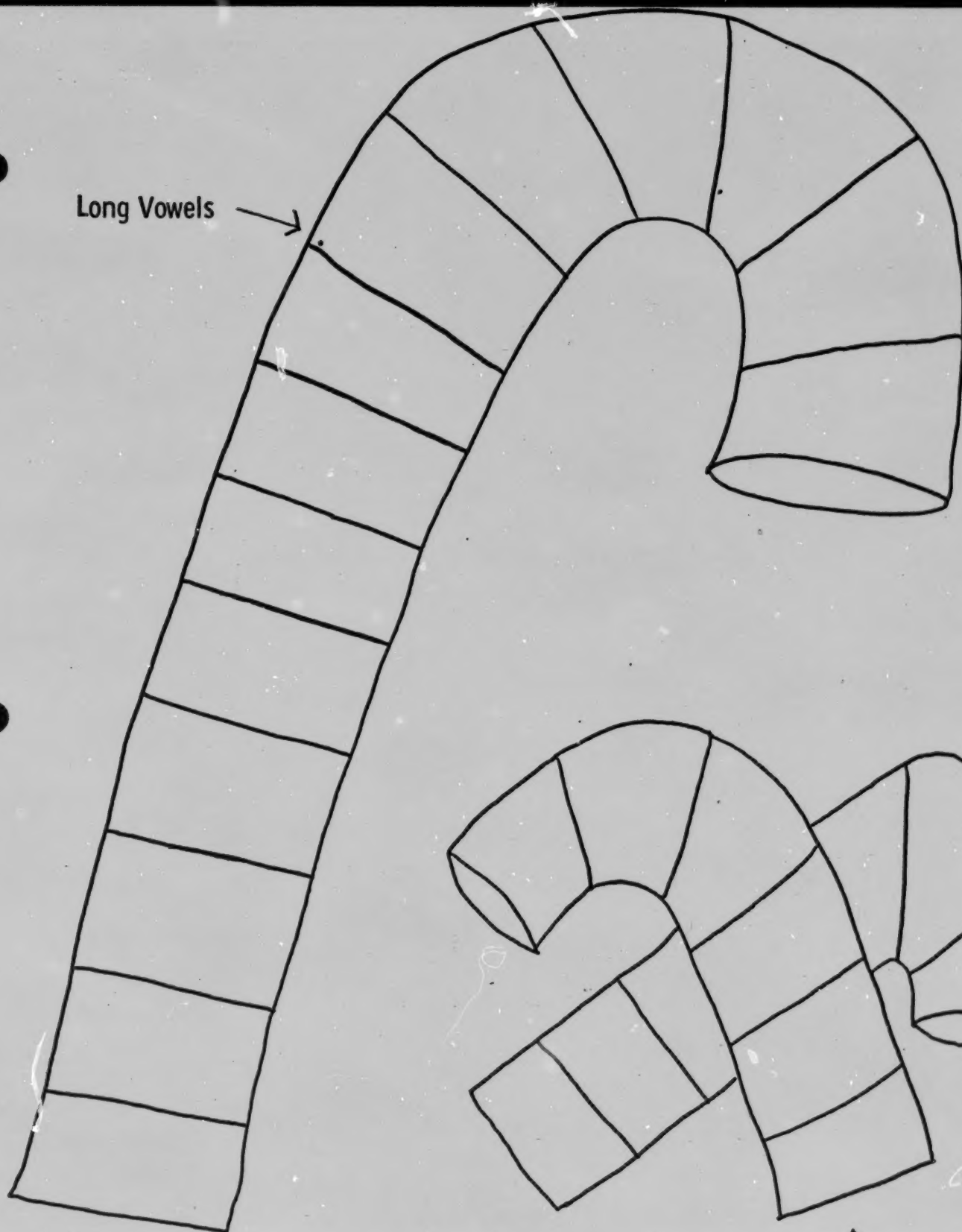
hop

block

soap

rope

Long Vowels



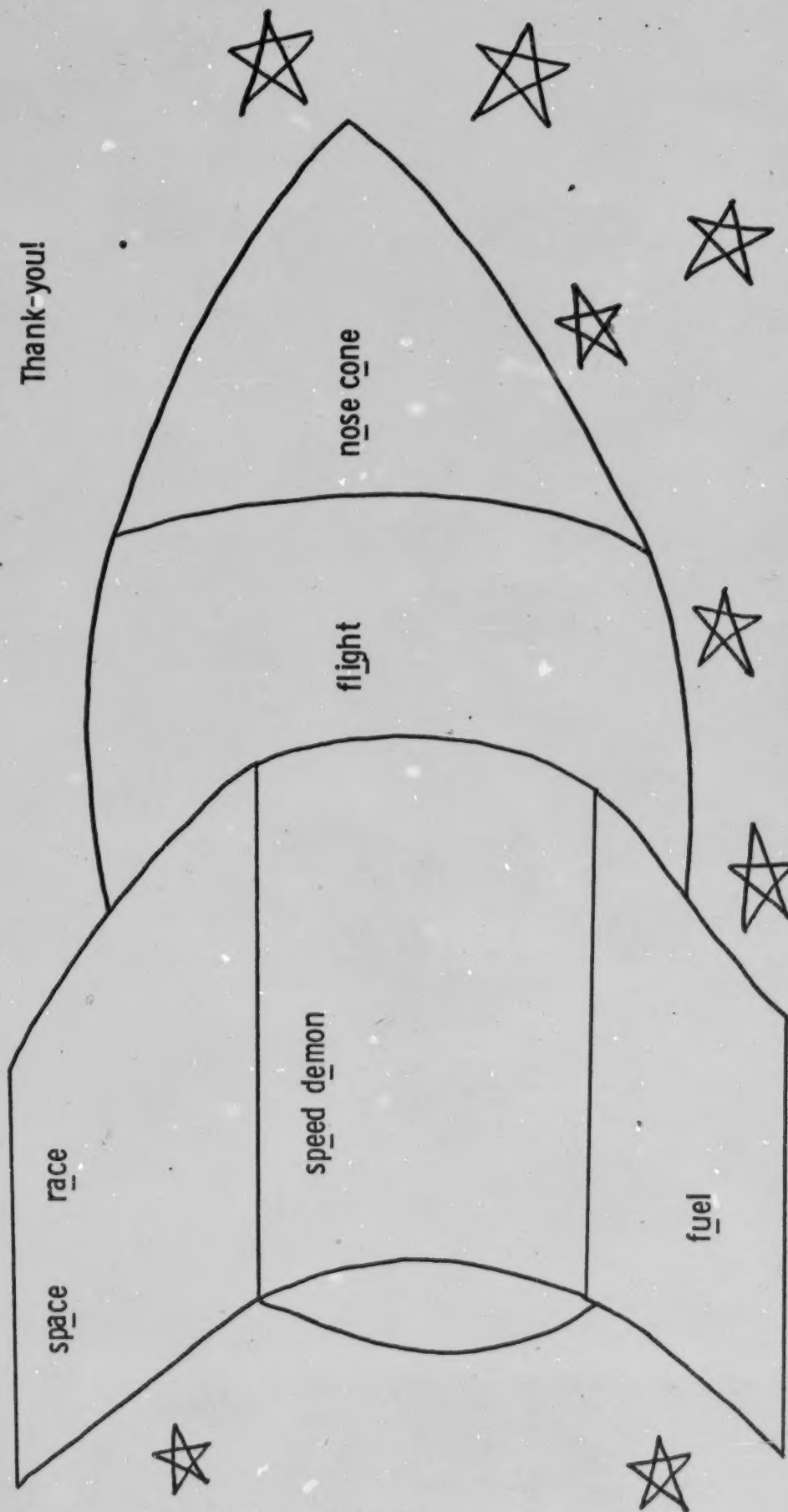
Short Vowels

Project BASIC Reading
Cedar Rapids, Iowa
Pii-Long and Short Vowels

Blast Off with Vowels

Please fill in with words that have the same vowel sound as the "Starter Words".

Thank-you!



Directions: Circle each word which has the long u sound. Put an X through each word which has the short u sound.

Sample:

~~cut~~

tune

huge

truck

rust

drum

bugle

music

brush

cube

use

hug

mule

gun

putt

bus

ruler

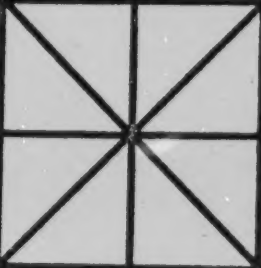
funny

bug

tube

sun

prune

hide	like	silk	trick	isn't
wishing	Mike	think	fly	if
fine	still		things	side
sight	tried		my	sister
sit	kind	light	swished	mine

DIRECTIONS: Put a line over vowels that have the long sound.
Use this mark for short vowel sounds.

ask

hide

place

still

splash

sit

late

side

paint

like

glad

if

sat

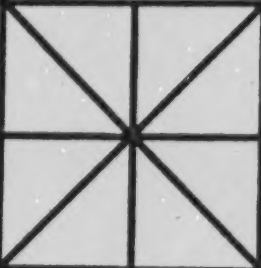
ring

gave

wish

than

five

tried	swished	fly	things	first
hide	sight	light	fire	still
like	my		sit	think
fine	stir		sister	kind
fir	Mike	wishing	trick	tire

Project BASIC Reading
 Cedar Rapids, Iowa
 P12-Vowels: Long, short with r
 (Vowel letter i)

Each of the words on this page has an ending. Write each root word in its blanks. Mark all the long vowel sounds by putting a line over the vowel letter. If there is a short vowel sound, don't mark the vowel letter at all.

hoped _____

wishing _____

liked _____

finds _____

raining _____

handed _____

sitting _____

lets _____

ending _____

lined _____

notes _____

stands _____

riding _____

races _____

hoses _____

owns _____

Project BASIC Reading
Cedar Rapids, Iowa
P11-Long and Short Vowels

See how many of these words you can put in the correct candy cane. The long candy cane is for words with the long vowel sounds. The short candy canes are for words with the short vowel sounds.

sale	lead	brass
seat	we'd	code
space	sent	dolls
swift	woke	rule
whole	deck	bulbs
team	thatch	true
list	beach	tube
fix	grain	rug
rid	logs	broke
plate	dug	job
Jeff	fresh	tick
melts	strip	flat
taste	crop	buck
nine	knife	fuse
crash	thank	scrub

garbage

tore

dirty

certain

smarts

turn

sure

nerve

storm

serve

purse

1. "Boy, does it hurt when you hit that _____ in your elbow."
2. "Hey, John, it's not your _____. I'm up at bat after Danny."
3. "Somebody stole my bike. What a _____ trick!"
4. "I really like to play volley ball. Especially when it's my turn to _____."
5. "That was some _____ we had last night. It _____ the back door right off the house."
6. "Are you _____ that this is the way to Coralville? I think we're lost."
7. "I hate to take the _____ out. It's so smelly by the cans."
8. "I am very _____ that you turned off the stove before we left home. Don't worry about it."
9. "Shelly fell down and scraped her leg all up. She says it really _____."
10. "Don, why don't we kids all get together and buy Mom a _____ for Christmas?"

paperboy

choice

voice

enjoy

oyster *

boil

oil

cowboys

1. I like to hear him sing because he has such a good _____.
2. Look in every _____ shell. If we're lucky, we'll find a pearl.
3. Dad left the car at the gas station to get the _____ changed.
4. Those cookies all looked so good that it's hard to make a _____.
May we have one of each?
5. _____ the eggs for ten minutes. Then we can dye them.
6. You'd _____ reading that book. It's all about wild horses and trying to catch them.
7. Hey, Mom, the _____ is here to collect.

legs	arm	mashed
claws	silly	fine'
hard	saw	paws
jar	farm	awful

1. Two of them take you wherever you go. You need them to work and to play. They bend in the middle. _____
2. Dogs, cats, and lions have four of them. _____
3. This is a place. If you live here, you can work and play. You can even keep horses, and pigs, and cows. _____
4. This is a word that tells how your work may seem to you. It's a word that tells how a rock feels if you sit on it. _____.
5. Pickles come inside it. It's very good for keeping bugs in. It's made of glass. _____
6. It is a tool. It is made of steel with a wooden handle. It has many sharp teeth. _____
7. This is a word that tells how you can feel. You feel this way if you are very sick. You feel this way if you have hurt someone's feelings. _____

brook	smooth	look	spoon
food	took	boots	hook
books	cook	broom	spook

1. Tom has to go to the store to buy dog _____.
2. We caught these big trout when we went fishing at Miller's _____.
3. You have to use good bait on your _____ if you want to catch fish.
4. My mother is a terrific _____. She makes the best pizza in _____.
5. David lost his black _____. Now his shoes will get wet in the snow.
6. The road is very _____ since they fixed the holes.
7. A witch is a sort of scary Halloween _____.
8. She's supposed to fly through the air on her _____.
9. Use the big _____ to eat your soup. The little one is for ice cream and jello.
10. Wow! Did you know Jack's aunt writes _____ for a living?
11. Beth _____ her little brother for a long wagon ride.

Project BASIC Reading
 Cedar Rapids, Iowa
 P13-Vowel Digraphs and Diphthongs
 (two sounds of oo)

PART 1

Match each word below with one of the key words which contain the same vowel sound. (Remember that there is more than one way to spell a vowel sound.)

1. old

2. oil

3. out

4. all

5. boot

1 tow

scowl

rude

fault

broil

thrown

clouds

gauze

chew

stool

haul

trout

voice

gown

slaw

hoop

lawn

booth

gnaw

blouse

flown

moist

stew

taught

screw

squawl

brawl

brow

soy

dew

pause

crew

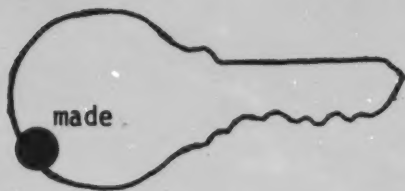
choice

fowl

Now see if you can pick words from this page to go in the blanks on Part 2.

PART 2

1. A salad made with cabbage _____
2. The opposite of dry _____
3. If you're lucky, you might catch one when you're fishing _____
4. Drops of moisture found on the lawn early in the morning _____
5. A group of people who work together on a job _____
6. A short stop _____
7. Use it to cover a cut or scrape _____
8. Take quick little bites _____
9. Behavior that is not thoughtful or kind _____
10. Might be used to fasten two pieces of wood together _____
11. Small brown beans, or a sauce used on Chinese foods _____
12. An expression on a face that shows displeasure _____
13. A short, hard rainstorm _____
14. The tended grassy area around a house _____
15. A way of cooking meat over an open fire _____



How many vowels are in the word? _____

Which letter is at the end? _____

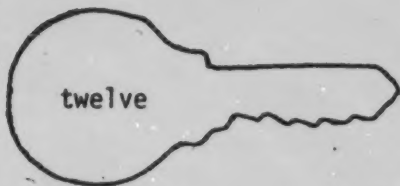
Is the vowel sound long or short? _____



How many vowels are in the word? _____

Does a consonant follow the vowel? _____

Is the vowel sound long or short? _____



How many vowels are in the word? _____

Which letter is at the end? _____

How many consonants follow the first vowel? _____

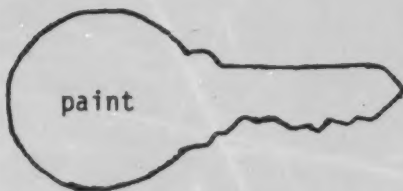
Is the vowel sound long or short? _____



How many vowels are in the word? _____

Is the vowel at the end? _____

Is the vowel sound long or short? _____

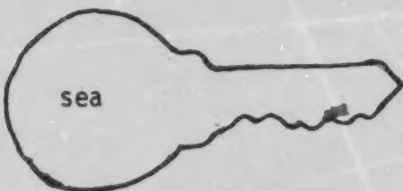


How many vowels are in the word? _____

Are the vowels together? _____

Is the vowel sound long or short? _____

Do you "hear" the first or the second vowel? _____

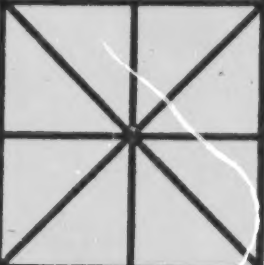


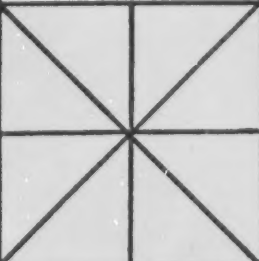
How many vowels are in the word? _____

Are the vowels together? _____

Is the vowel sound long or short? _____

Do you "hear" the first or the second vowel? _____

cloak	smooth	awful	plow	crown
lawn	stood	stoop	wooden	scooter
bow	downtown		hood	coals
soak	bawl		scowl	claw
frown	scoop	crawl	draw	bowl

cloak	soak	plow	bow	hood
roof	bawl	scowl	awful	downtown
frown	scoop		bowl	lawn
crown	stood		smooth	draw
bow	wooden	crawl	roof	claw

smooth	stood	hood	claw	draw
lawn	cloak	bowl	scoop	frown
crawl	roof		soak	downtown
bawl	scowl		wooden	plow
coals	crown	awful	stoop	bow

Directions: Use sheet S2-1a as a master for individual bingo cards. (For more durable reusable cards, run on construction paper.) The following words may be used. Say each word twice. Children place a marker on the square which has the correct prefix, suffix or ending.

enrage

explain

ashamed

review

delight

refresh

basement

cleaning

arise

softly

greatest

beware

walked

gentleness

armful

helpful

preview

prevent

unnecessary

helpless

exchange

bewitch

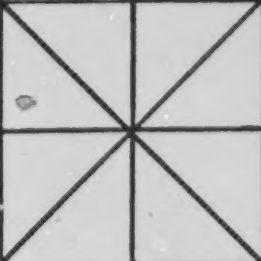
worker

rusty

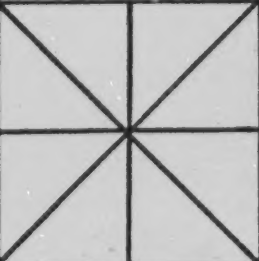
become

Project BASIC Reading
Cedar Rapids, Iowa
S2 Prefixes and Suffixes

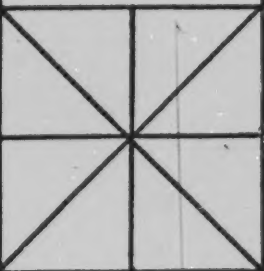
Prefixes and Suffixes Bingo-Card 1

en	ly	ing	be	un
ex	be	ment	ed	de
de	y		ness	ful
ful	er		est	ed
re	un	pre	be	re

Prefixes and Suffixes Bingo-Card 2

de	ness	a	pre	re
en	ex	ful	un	be
est	be			de
un	re			er
er	ing	ment	ness	y
		ex	ly	un

Prefixes and Suffixes Bingo-Card 3

un	ly	y	er	ing
ment	ness	er	est	a
be	de			ex
re	un			de
ex	en	pre	a	ness
		ful	be	

Draw a cherry around the root word.



looked

laughing

thanking

calling

hops

raining

wanted

rained

knows

walking

takes

barked

makes

marching

Think of 4 sentences using different words from the list. Tell the sentences to a partner. Tell your partner if each one is a do or a did sentence.

Project BASIC Reading
Cedar Rapids, Iowa
S2-Root Words
(Past and present tense)

Circle the root word in the following words.

handed

going

walking

calls

showed

slower

working

hands

jumped

books

barked

calling

boots

faster

friends

laughed

played

coats

washed

trying

Project BASIC Reading
Cedar Rapids, Iowa
Si-Word Endings

Oh, boy! It's getting so close to Christmas I can hardly stand it. Only nine more days to wait!

I'm sure hoping to get some of the things I asked for. A wiggly brown and white puppy is what I want most of all.

I don't care if a puppy is all I get. I'll get up about six o'clock Christmas morning and come running down the stairs. And there he'll be with his tail wagging like it's going to drop off. He'll be the roundest, fattest puppy you ever saw. He can sleep by my bed, and I'll even share my cookies with him.

Of course, a puppy would be lots of work. I'd have to feed him twice a day. And he'll have to take lots of walks. Mom wouldn't want any puddles on the floor!

Maybe he'll turn out to be a pointer, or a setter. Then we can go hunting together. We can ask that farmer down the road if we can go walking on his land to look for rabbits.

Waiting is so hard! How can I ever last nine more days?

Here are some words from the story. Look at them closely. What is the root word? Write the root word in the blank. (Remember, some of the endings are: s, es, ed, ing, ly, er, and est.)

getting	_____	pointer	_____
asked	_____	setter	_____
things	_____	hunting	_____
wiggly	_____	farmer	_____
puppy	_____	walking	_____
lots	_____	waiting	_____

Sometimes two words are put together to make one new word. An apostrophe (') shows where some letters have been left out. These words are called contractions. Write the two words which have been used to make each contraction.

it's

I'm

I'd

wouldn't

he'll

don't

I'll

He'll

Teacher directions: This story combines practice in identifying root words, and in writing the two words which make up a contraction. Cut the double page in half. Cut covers the same size out of construction paper. (Better yet, let the children cut and assemble their own books.)

This story folder looks quite bare without a title on the cover. Perhaps you'd like to put a title and an illustration on the front.

Project BASIC Reading
Cedar Rapids, Iowa
S4-Contractions

Circle the word that fits in each sentence.

1. John (showed, showing, show) his new ball to Jack.
2. Mary (hand, handed, handing) the book to her teacher.
3. Father (cuts, cutter, cutting) wood for the fireplace.
4. See the children (marches, marching, marched)!
5. We had a good (helping, helped, helper) at school today.
6. Mary (ask, asking, asked) Mother if she could go swimming.
7. Susan (washing, wash, washed) her hands after painting.
8. David likes (tells, telling, teller) new stories to the class.
9. Cars must go (slower, slowing, slows) when going by a school.
10. The children had fun (names, naming, named) the rocks they brought to school.

Let's get to work on those words that end with y. Take off the y and add the ending.

1. When we go fishing, Dad (fry + es) _____ the fish we catch.
2. Pat (spy + ed) _____ two birds in the tree last night.
3. My mother (worry + es) _____ when I am late getting home from school.
4. Kim (dry + ed) _____ the dishes for mother.
5. Jeff (pry + ed) _____ the top off the paint can.
6. Grandma (try + ed) _____ to help me learn to knit.
7. The little boy (cry + ed) _____ when he lost his dog.
8. Most people like to go to (party + es) _____.

Hold onto this paper for a while. Look for words like these when you're reading or writing stories. Write down five or more. (Don't keep this paper forever. You probably will find five words in two or three days!)

Project BASIC Reading
Cedar Rapids, Iowa
Sl-Endings (changing y to i in a root word)

Draw a line under each root word.

makes

reads

thank^ging

fastest

wanted

takes

finds

friends

looking

worked

helping

worked

played

comes

hopped

knows

ducks

chickens

helps

going

looked

Choose one or more of the following things to do:

1. Choose 3 words. Write a sentence for each word you choose.
2. Make yourself a little crossword puzzle using some of the words. Share it with a friend, if you like.
3. Look through a book you have read. Choose ten pages. How many words with endings can you find on these ten pages?

Project BASIC Reading
Cedar Rapids, Iowa
S2-Root Words

<u>Number of Vowels</u>	<u>Where in Word</u>	<u>Vowel Sound</u>
1. One vowel	beginning or middle	short
2. One vowel	end	long
3. One vowel	right <u>before</u> an "r"	r-controlled (vowel with "r")
4. Look for these combinations: ai, ay, ee, ea, oa. Usually the first vowel is long, and the second one is silent.		
5. When there are 2 vowels, and one is an <u>e</u> at the <u>end</u> , the other vowel is usually long.		

Write the number of the rule that goes with each word.

dome _____	trail _____
ream _____	phone _____
mute _____	pry _____
trim _____	meek _____
firm _____	blurt _____
pro _____	mite _____
feat _____	flick _____
chime _____	fate _____
elm _____	apt _____
lamb _____	shirk _____
charm _____	imp _____

Project BASIC Reading
Cedar Rapids, Iowa
PI5-Vowel Rules

1. The teacher said she did not like us to _____.
talk talking talked
2. The man was _____.
shout shouting shouted
3. My friend is _____ over to play.
coming comes come
4. Please _____ to walk home before dark
start starting start
5. Tom _____ the shelf down.
pulling pull pulled
6. Ann _____ she knows the answer.
thinks thinking think
7. The children _____ at the funny story.
laughed laugh laughing
8. _____ your brushes after you paint.
cleaning cleaner clean
9. Jane used to _____ in Maryland.
lived live living
10. You should not _____ in line.
pushing pushed push

Underline the right word.

1. After he eats lunch, he (play plays) in the park.
2. Debbie is (play playing) with her friend.
3. We like to (plays play) ball after school.
4. He always (play played) with me last year.
5. They (look looks) very happy now.
6. We (look looked) for my ball last night.
7. I am (look looking) for a good book.
8. Will you help (look looks) for the lost dog?
9. I will (work works) as fast as I can.
10. He (work works) for my father now.
11. They are (work working) together.
12. He (work worked) there before I did.
13. Were you (help helping) him with his work?
14. Jim likes to (help helps) me sell papers.

Project BASIC Reading
Cedar Rapids, Iowa
SI-Endings

Draw a line from the root word to the word with the ending.

hopping

save

tried

fly

flies

wish

saving

try

wishing

hop

moved

hope

hoping

ask

loving

move

asked

love

Put a * by every word in which the final e was dropped when an ending was added.

Put an X by every word in which the final consonant was doubled when an ending was added.

Put a + by every word in which the y was changed to an i when an ending was added.

Project BASIC Reading
Cedar Rapids, Iowa
S2-Root Words
(Changing root when ending is added)

Write the root word in the space beside each word with an ending.

plans _____	runs _____
crying _____	pins _____
fried _____	hugged _____
running _____	beating _____
planning _____	spinning _____
uses _____	spotted _____
bats _____	batted _____
spots _____	using _____
hugs _____	fries _____
pinned _____	hugging _____
frying _____	cried _____

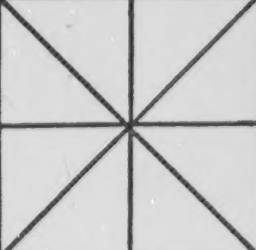
Project BASIC Reading
Cedar Rapids, Iowa
S2-Root Words
(Changing root when ending is added)

Write one of the following words in each blank to complete the compound word in each sentence.

mill	berries	papers	side	day
self	night	man	get	way

1. Jack picked straw _____.
2. We made a wind _____.
3. There will be school to _____.
4. Do not for _____ your hat.
5. We will play out _____.
6. He hurt him _____.
7. The truck ran off the high _____.
8. The story was in the news _____.
9. I will go to bed to _____.
10. We made a funny snow _____.

Project BASIC Reading
Cedar Rapids, Iowa
S3-Compound Words

handbag	birthday	downtown	anywhere	fireman
sidewalk	baseball	outside	doghouse	storybook
airplane	doorstep		raincoat	sunflower
salesman	sometimes		newspaper	bath tub
sailboat	mailman	sunshine	inside	sandbox

Choose the contraction that is made from the two words in the first column. Draw a line to the contraction.

that is

I'm

you are

isn't

is not

that's

are not

you're

I am

don't

do not

aren't

Using the contractions above, fill in the blanks in the sentences.

Dick _____ going with me.

_____ you like my new hat?

_____ a very good story.

I am is sometimes written _____.

Write one of these compound words in each sentence.

Each word will be used only once.

softball

tablecloth

driveway

gumdrops

fairgrounds

dimestore

doughnuts

eyeball

dishwater

remember

staircase

shortstop

highway

1. We will need a _____ for our ball game.
2. The children saw many rides at the _____.
3. The _____ is getting too cold to use.
4. I like to eat _____. The yellow ones are best!
5. Get your bike out of the _____ before it gets run over.
6. I went to the _____ to buy a new toy.
7. Sometimes on Sunday we have _____ for breakfast.
8. We got a pretty new _____ to go with our best dishes.
9. I got some dirt in my _____.
10. The _____ stands between second and third base.
12. The _____ has many cars on it.
13. Mary slid down the _____.

Project BASIC Reading
Cedar Rapids, Iowa
S-3 Compound Words

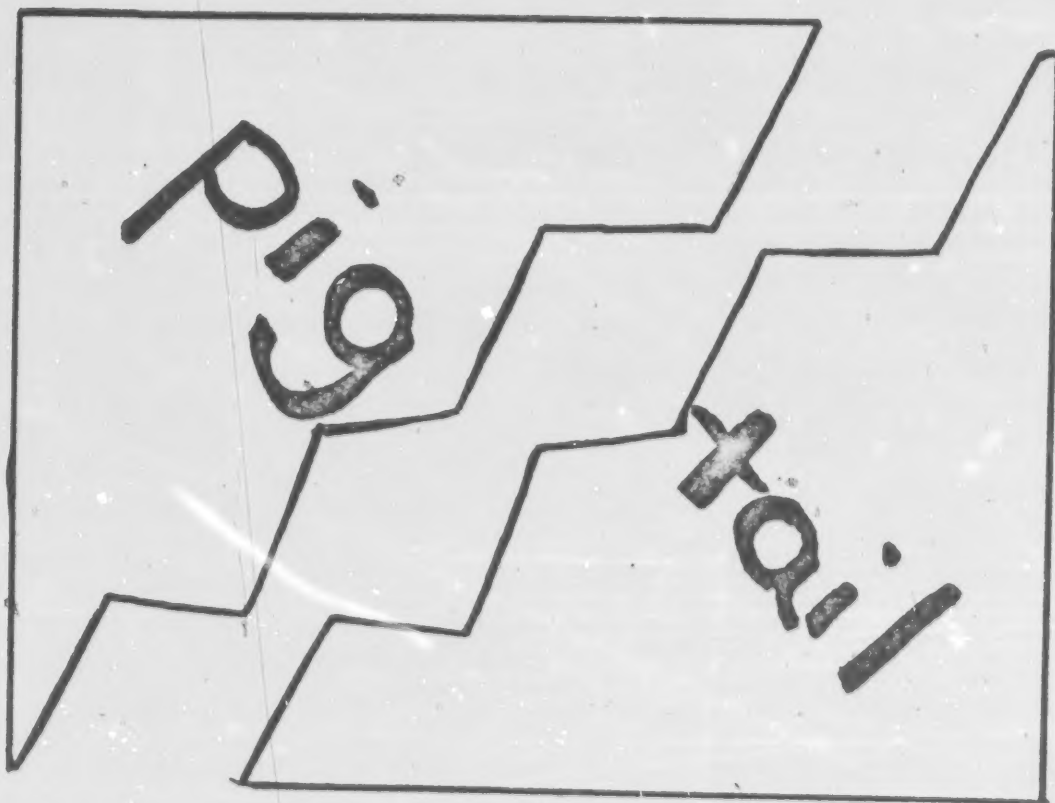
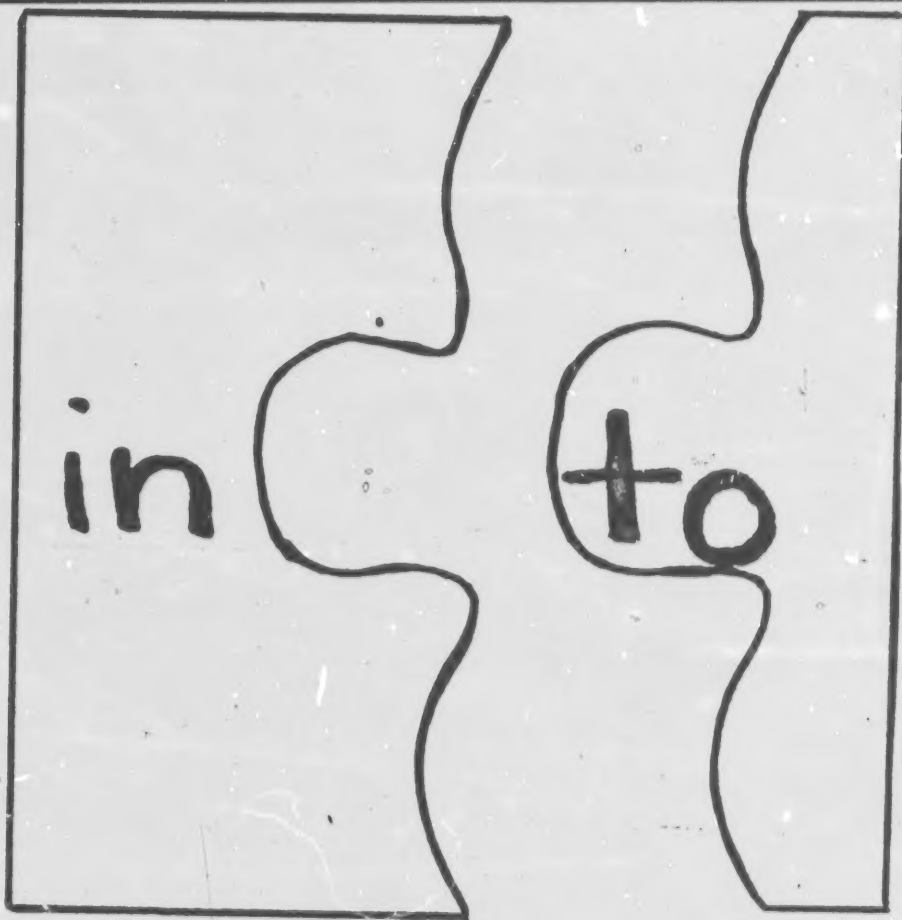
Included in this activity are the patterns for compound word puzzles. Just run them off on colored construction paper, and let your students cut them out. Children do seem to attend to the task and to learn more effectively if they have a part in making their own learning materials.

You might go one step further and suggest that the children create some of their own puzzles, which they can exchange with their learning mates. (Do be sure to point out to them that the two parts of a compound word must fit together without a space between the parts.)

A variety of directions might be made up to encourage using these words meaningfully.

1. Make a picture of the word.
2. Use the word in a sentence. Write the sentence down. Ask a friend to read your sentence.
3. Sit down with a learning partner and make up a story using some of the puzzle words.

Project BASIC Reading
Cedar Rapids, Iowa
S3-Compound Words



may

be

Some

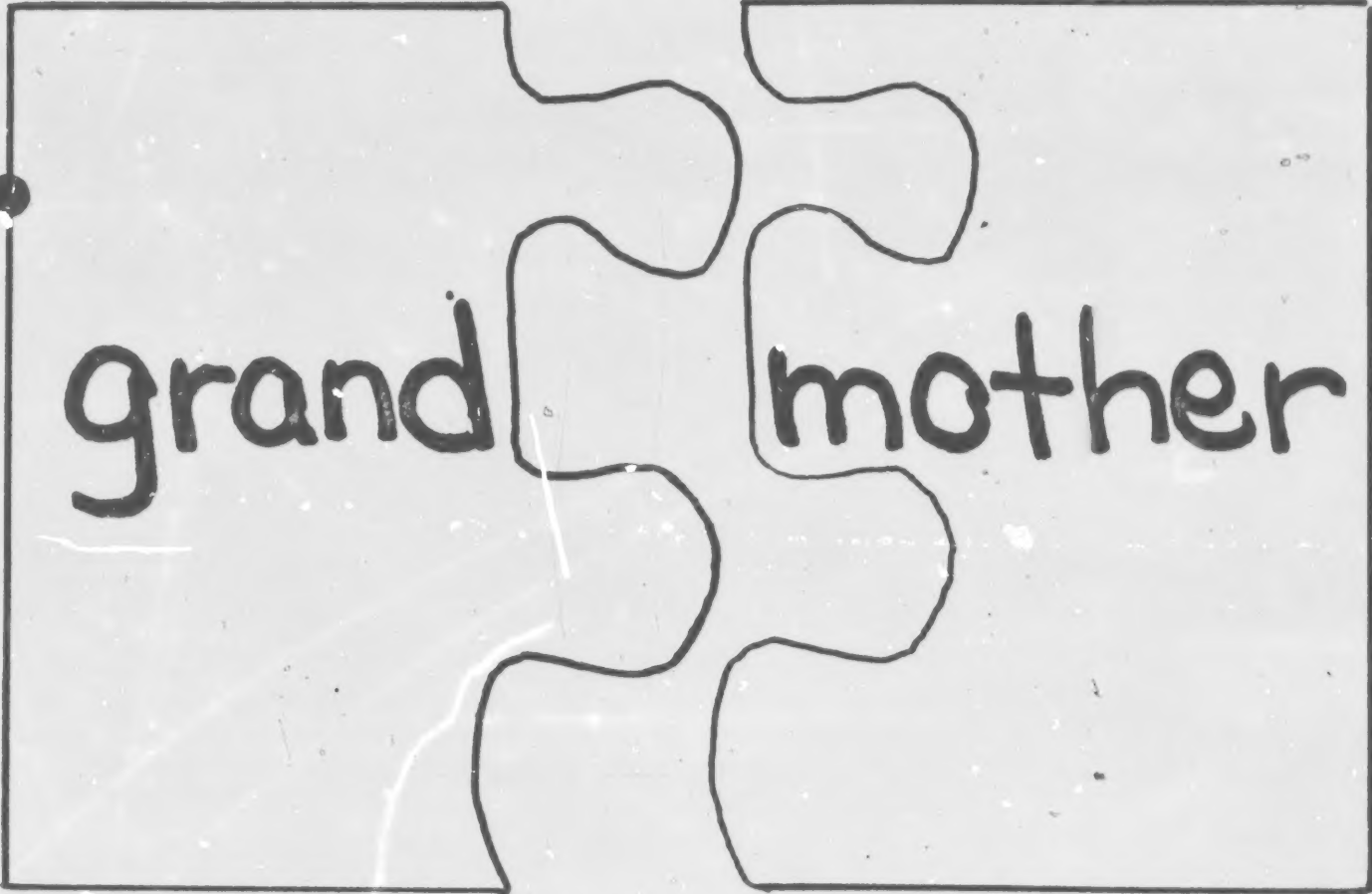
thing

girl

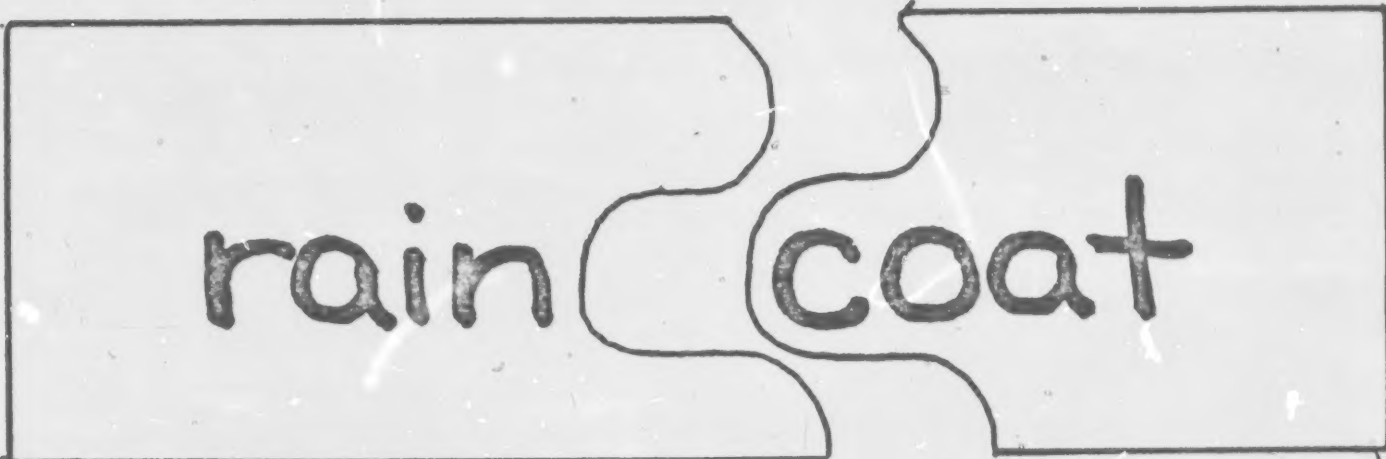
friend

doll

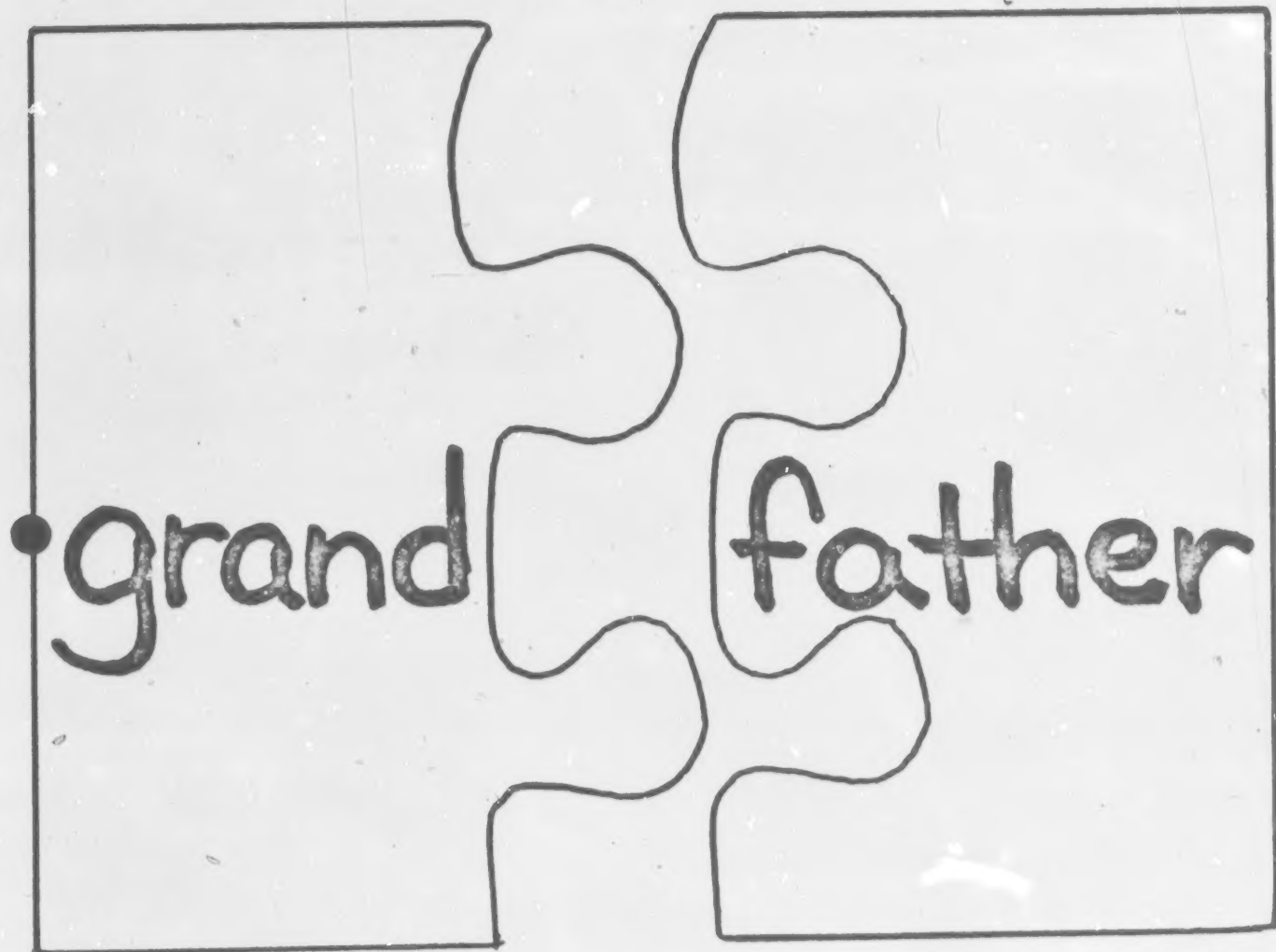
house



grand mother

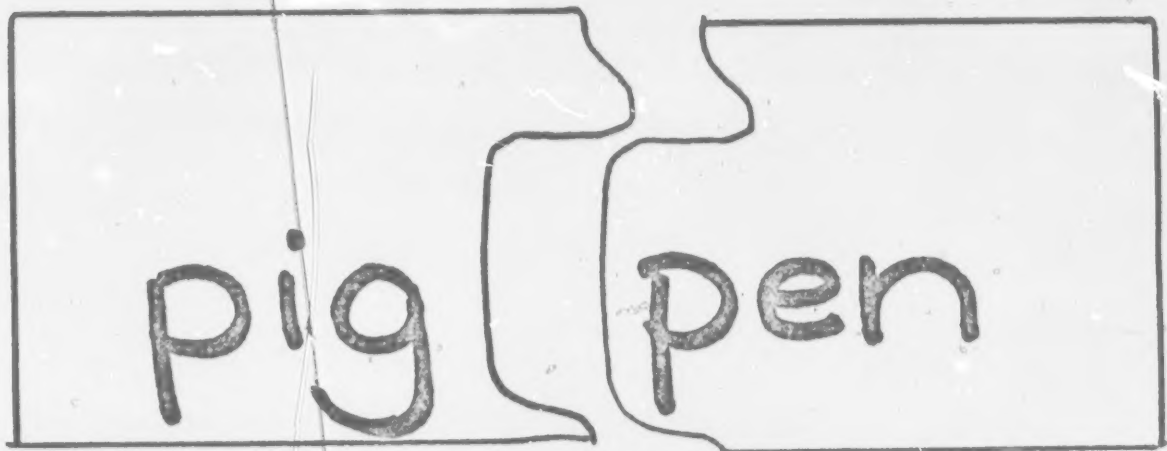
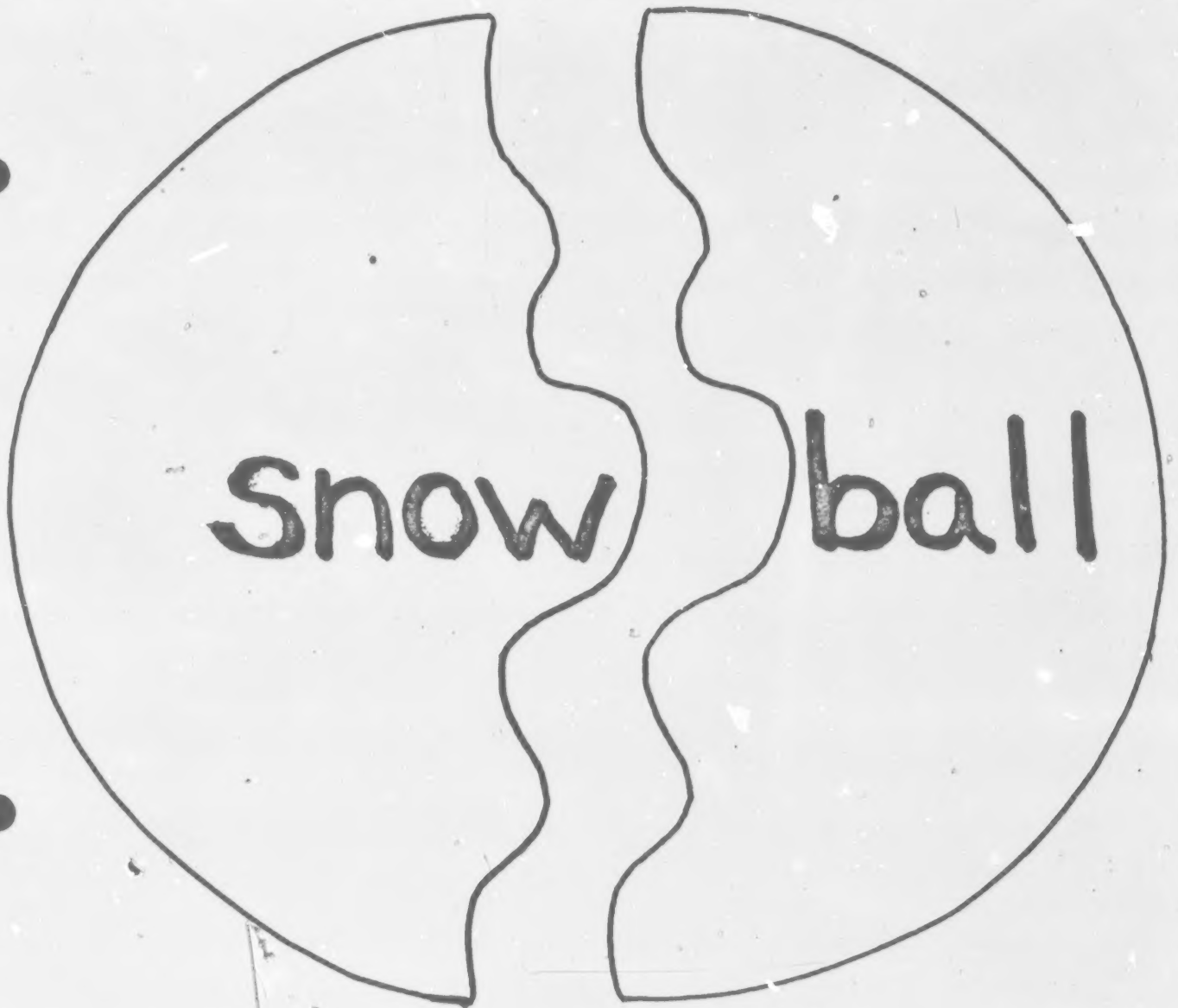


rain coat



birth
day

her
house



Put the correct word in the blank.

1. Jan has two _____.
One _____ foot is lame.
dog
dog's
dogs
2. _____ sitting in the first row.
Dick said that _____ is not going.
he
he's
him
3. Is that _____ new bike?
_____ a good cake baker.
you're
your
4. _____ a beautiful day outside.
I like that blanket. _____ so
soft and warm.
it's
its
it
5. The _____ and girls are in
the music room.
The _____ hat blew off his head.
boy
boy's
boys
6. _____ play ball.
Mother _____ us watch T.V.
after school.
let's
lets
let
7. Jim has five _____.
Look at the _____ white foot!
kittens
kitten's
kitten

Project BASIC Reading
Cedar Rapids, Iowa
S4 - Contractions and Plurals

8. The _____ arm is broken

The _____ won the race.

girls
girl's
girl

9. The _____ claws are sharp.

There are many _____ in the pen.

chicken's
chickens
chicken

10. This is my _____ book.

We have many _____.

friend
friend's
friends

Project BASIC Reading
Cedar Rapids, Iowa
S4 - Contractions and Plurals

Choose a word for each sentence.

she'll	they'll	we'd	we've
he'd	they've	I've	we're
	we'll	I'll	you'd

1. _____ wear her pretty new dress to the party.
2. _____ like to go to the game if his mother would let him.
3. _____ be going to the zoo.
4. _____ got a secret.
5. After supper _____ all going to work in the yard.
6. If it's O.K. with Mom and Dad, _____ all like to go the show.
7. We like baseball so much that _____ gone to the game every night this week.
8. After the hike, _____ meet us at the picnic tables.
9. The Browns live next door to us. _____ always been our best friends.

Project BASIC Reading
Cedar Rapids, Iowa
Contractions

I'm (I am)

I've (I have)

I'll (I will)

you're (you are)

1. I like him. _____ a good friend.
2. _____ got a new blue racing car.
3. I think _____ a good worker.
4. That is so big. _____ help you with it.
5. _____ going to go to Dan's house after school.
6. _____ give you some cookies and milk.

Project BASIC Reading
Cedar Rapids, Iowa
Contractions

Choose one of the suffixes to complete the word in each sentence.

able

ous

ish

ward

1. Dad painted the picnic table a green _____ blue color.
2. Misty walked back _____ so her mother wouldn't see the lipstick smeared on her face.
3. Grandpa looks quite young because he has such a boy _____ face.
4. Sue is a very excit _____ girl, because she always has so much work to do.
5. People are always in a joy _____ mood at Christmas.
6. Father said the older boys were acting very child _____.
7. The children wanted the like _____ puppy.
8. The gym teacher asked the children to walk for _____.
9. The weather in spring is very change _____.

Project BASIC Reading
Cedar Rapids, Iowa
S6 - Suffixes: ous, ish, ward, able

Choose one of these suffixes to complete each word.

• ish, er, ful, less, ly

1. Bob felt very hope _____ when his kitten was lost.
2. Please speak soft _____ when you work.
3. Mother thought the cake was a wonder _____ surprise.
4. The sky was bright _____ after the rain.
5. Since it was raining, it was point _____ to go on a picnic.
6. It was cold _____ today than yesterday.
7. I have been studying hard late _____.
8. Dick laughed and said, "I felt fool _____ when I lost my book."
9. Mom was getting a little plump _____, so she decided to go on a diet.
10. Mrs. Brown walked very quick _____ because she was in a hurry.
11. Jill didn't have enough blueberries in the pan, so she put in another cup _____.
12. Bill's favorite baseball position is catch _____.
13. The teacher was very thank _____ for our help.
14. Mom and Dad were so surprised at my terrific grades that they were speech _____.
15. Mr. James wouldn't tell exactly how old he is. He just said he's "sort of fifty _____"

Project BASIC Reading
Cedar Rapids, Iowa

S6 Suffixes (er, ly, less, ful, ish)

insulted

unjust

unaided

deceive

disease

envious

remorseful

depended

repeat

injured

ensnare

dispose

reminded

unhappy

remain

insisted

1. Charles was ^{really mad at} extremely ~~angry~~ with Jeff. He decided to push Jeff's bike ~~into~~ the creek. Afterwards he felt very _____, so he fished out the bike, cleaned and oiled it, and returned it to Jeff with apologies.

2. Bob was always bragging about something. It was almost more than his friends could stand. He always had to change the story a little bit to make himself sound better, although he really did not mean to _____. He could never be _____ on to tell the truth.

3. Kathy always had her head in the clouds. At school she ^{to} ~~always~~ had to be _____ to bring her workbook and pencil. At home Mother would have to _____ a request again and again. Often she would have to go back to get something she had forgotten.

4. Miss Jones asked Tom and Bill to _____ after school. The boys had a terrible argument during recess. The argument had ended with some very harsh words. Bill was really _____ by Tom's rude remarks. Both boys' feelings were _____. Miss Jones ~~the~~ _____ the boys apologize to one another.

5. Fred was really sad. He could not remember being so _____. He had been unkind and hurt his best friend's feelings. He had been angry and said terrible things that were really _____. No one could help him. He had to correct this mistake himself. So, _____, he marched up to Joe to say he was sorry.

Project BASIC Reading
Cedar Rapids, Iowa
S6 - Prefixes

6. Janet thought her heart would break. She had loved her kitten more than anything else and now she was gone. She had not known that animals could become sick too. But Muffy had gotten a terrible _____. The animal doctor had to _____ of Muffy.
7. John enjoyed hunting. One day he decided to invite a friend to go hunting, so he placed the message in an envelope and sent it off. He liked to trap muskrats so he and his friend tried to _____ a muskrat. Many of John's friends were _____ of his hunting skills.

HINT: If you don't know what a word means, try using the dictionary!

Read the sentence on each card. Place the card with a prefix or suffix on this sheet to make the word which fits in the sentence. Check the answer sheet when you're all done.

_____ward

ex_____

_____less

_____able

re_____

anti_____

_____able

_____er

dis_____

_____ful

_____ful

mis_____

dis_____

un_____

_____able

_____ment

dis_____

dis_____

S6 - Prefixes and Suffixes
in Context

_____ness

Little kids have trouble
with d's because they look
just like a back b's.

back

back

A stool is sort of like
a back chair.

back

back

Please move
your feet from the coffee
table!

move

move

That model has 17
move parts.

move

move

We're building a conserva-
tion play for the
Science Fair.

play

play

The six kittens tumbled in
a play heap in the
middle of the floor.

play

play

Jan was in a great deal
of comfort from
a bad sunburn.

comfort

comfort

That big green chair is the
most comfort one
in the house.

comfort

comfort

The speech was so
jointed that it
was impossible to understand

jointed

jointed

S6 - Prefixes & Suffixes
in Context
Project BASIC Reading
Cedar Rapids, Iowa

Double jointed
runs in the family.

jointed

jointed

She felt very tired after
a ____ fit ____ night's
sleep.

fit

fit

The black pony was such
a ____ fit ____ that no
one bought him at the
auction.

fit

fit

The sign on the well said,
" ____ fit ____ for Human
Consumption."

fit

fit

The traffic was so bad that
we were 20 minutes late for
the doctor's ____ appoint ____.

appoint

appoint

Dad didn't like to
____ appoint ____ us by
missing the camping trip,
but he had to fly to Toledo.

appoint

appoint

We ____ port ____ many
products from Cedar Rapids
to South America.

port

port

We got a ____ port ____
typewriter last week.

port

port

That Dodge's radiator
takes 1½ gallons of
____ freeze ____.

freeze

freeze

S6 - Prefixes & Suffixes
in Context
Project BASIC Reading
Cedar Rapids, Iowa

Please buy a roll of
____ freeze ____ paper
so we can wrap up the
venison.

freeze

freeze

Little kids have trouble with d's because they look just like backward b's.

A stool is sort of like a backless chair.

Please remove your feet from the coffee table"

That model has 17 moveable parts.

We're building a conservation display for the Science Fair.

The six kittens tumbled in a playful heap in the middle of the floor.

Jan was in a great deal of discomfort from a bad sunburn.

That big green chair is the most comfortable one in the house.

The speech was so disjointed that it was impossible to understand.

Double jointedness runs in the family.

We export many products from Cedar Rapids to South America.

We got a portable typewriter last week.

That Dodge's radiator takes 1½ gallons of antifreeze.

Please buy a roll of freezer paper so we can wrap up the venison.

She felt very tired after a fitful night's sleep.

The black pony was such a misfit that no one bought him at the auction.

The sign on the well said, "Unfit for Human Consumption."

The traffic was so bad that we were 20 minutes late for the doctor's appointment.

Dad didn't like to disappoint us by missing the camping trip, but he had to fly to Toledo.

Add the suffix "ly to the following words:

sick__

tight__

night__

friend__

soft__

proud__

slow__

neighbor__

live__

fond__

glad__

part__

Choose words from above to complete these sentences:

1. Some signs caution you to drive _____.
2. The teacher asked her students to speak _____.
3. Chris will _____ help you with that job.
4. The answer given was _____ correct.
5. Our neighbors are very _____ and nice.

Add the suffix "ly to the following words:

careful__

thankful__

hateful__

hopeful__

thoughtful__

playful__

joyful__

wonderful__

Choose words from above to complete these sentences:

1. Use that saw very _____.
2. We look forward _____ to the Christmas season.
3. The boys _____ carried the books for the teacher.

Project BASIC Reading
Cedar Rapids, Iowa
S6 Suffixes (ly)

Fill in the chart. (Hint: If you don't know a word, and how to pronounce it, use a dictionary.)

	Number of syllables	Which syllable is accented?
1. <u>History</u> is a fun class.		
2. Say "Good morning" <u>pleasantly</u> .		
3. The <u>astronaut</u> received a medal.		
4. <u>Tomorrow</u> there will be no school.		
5. The car was sold for a <u>fabulous</u> price		
6. It was a <u>miracle</u> !		
7. <u>Yesterday</u> , I went downtown.		
8. There is no school on a <u>holiday</u> .		
9. <u>Several</u> students were absent.		
10. The <u>candidate</u> received many votes.		
11. He <u>honestly</u> did not know about it.		
12. <u>Remember</u> to do your best work.		

1. The _____ like to play ball.

boy
boy's
boys

2. This is a _____ hat.

1. _____ going to the park today.

Were
We're

2. _____ you at the zoo yesterday?

1. _____ a rainy day today.

it's
it
its

2. The dog has a sore on _____ paw.

1. _____ go to the park this afternoon.

lets
let's

2. Mom always _____ us use her saw.

1. I have three _____.

kitten
kittens
kitten's

2. My _____ head is orange and white.

1. I have a _____ whose name is Wendy.

friend's
friend
friends

2. My _____ house is next to mine.

3. We like to have our _____ come over.

1. My little _____ trike is red.

brothers
brother's

2. My two big _____ bikes are yellow and green.

Project BASIC Reading
Cedar Rapids, Iowa
Possessives and plurals

1. The new _____ is my friend.
2. We have two _____ in our family.
3. This is the _____ coat.

boy • boys boy's

1. I like to ride on a _____.
2. The _____ tail is long.
3. There are five _____ in the barn.

horse horses horse's

1. We have a new _____.
2. My sister has three _____.
3. My _____ collar is black.

pet pets pet's

1. The _____ dress is yellow and blue.
2. The _____ like to play house.
3. My sister is a pretty _____.

girl girls girl's

Project BASIC Reading
Cedar Rapids, Iowa
Possessives and Plurals

1. The cats and _____ like to fight.
2. The boy has a white _____.
3. The _____ ears are black.

dog

•

dogs

dog's

1. We have a large _____ in our yard.
2. The _____ look so pretty in the spring.
3. The _____ leaves are green.

tree

trees

tree's

Cross out the extra word in each sentence. (Watch out! Some of those little words are tricky.)

1. Father just telephoned to tell us the weather in Iowa was trouble terrible.
2. Mrs. Wise thought though that Jane had gone home.
3. Jerry did not have ought enough flowers for everyone so he gave them apples.
4. After breakfast Ann's husband needed a lift life to town.
5. When Debbie Ann stopped still, she couldn't hear a second sound.
6. For dinner, Ellen had strawberries, roast chicken and rolls with better butter.
7. After crossing the bridge, Linda was hopping hoping the road would not be so slick.
8. Mary thought that the flowers should be put on the bedside beside table.
9. In the dark, Mrs. Winters could not even see the sides of the bridge bright.

Project BASIC Reading
Cedar Rapids, Iowa
Scrutiny, similar word forms

Fill in the blank with the correct word .

1. The plane _____ over very low .
blew flew new
2. Do you like to go on the _____ at
the park ?
slide ride glide
3. The street was _____ after it had snowed .
click Dick slick
4. I like to make things out of _____ .
way play clay
5. Mary has a new _____ cat .
Jack black clack
6. Aren't you _____ we have a nice teacher .
mad had glad
7. We _____ to go to the park after school .
can plan slam
8. In the spring the flowers _____ .
bloom room gloom
9. The fire _____ in the dark .
blows glows slows
10. The car had a _____ tire .
at slat flat

C.R. BASIC

1,3 Scrutiny Context

1. A sad face has a _____.
down clown frown
2. You may read the story _____.
how now cow
3. My new toy is a _____.
mop top hop
4. We like to read our new _____.
cook hook book
5. My dog _____ at the car .
backed parked barked
6. You may _____ my dog for a walk..
take make shake
7. _____ it was time to go home .
Good Soon Book
8. Put your book _____ the table .
no on in
9. My dog has a white _____.
was paw saw
10. The stove is _____ !
hot hit hat

1. Why do you have a _____ on your face ?
brown down frown
2. The train came down the _____ very fast .
back track crack
3. The garden _____ very fast after it had
rained .
grew drew new
4. Don't drop your _____ of food !
pray way tray
5. Farm animals like to eat _____ .
rain grain brain
6. Bob has a new _____ to show us .
Dick brick trick
7. Will you get me the _____ ?
broom room groom
8. Mother likes to _____ many flowers .
grow crow show
9. You did a _____ job on your work .
hand brand grand
10. Have you ever tried to catch a _____ .
log dog frog

1. All this _____ is great after that noisy party.
 quiet quit quite
2. I hope you will _____ to be at the meeting at seven o'clock.
 remainder reminder remember
3. Wouldn't it be wonderful to take a long ocean voyage to a foreign _____.
 costly county country
4. That is such a beautiful painting, I know it must be very _____.
 county costly country
5. "O.K., you guys, _____ that right now!" yelled Bill.
 quit quiet quite
6. Mother wrote a note on the blackboard as a _____.
 remember reminder remainder
7. If you live in Cedar Rapids, then you are a resident of Linn _____.
 country county costly
8. It is _____ a beautiful day today, even though it is very cold.
 quite quiet quit
9. Half of the reading group will sit down and read the story. The _____
 of you, please, come with me.
 reminder remainder remember
10. Every year we _____ lots of corn in our garden.
 rise raise
11. We use railroad _____ instead of stakes when we set up our tent.
 spades spikes spokes
12. I have to have six _____ fixed on my bike before I can get a license.
 spokes spades spikes
13. The bread dough must _____ before it can be put in the oven.
 raise rise

1. Sometimes it is fun to _____ we are someone else.
protect pretend present
2. Father does not like too much _____ in his shirts.
starch stork start
3. "Take this _____ and dig up the garden so we can plant our seeds," said Father.
spade spoke spike
4. When Dad has had a good day, he always comes home _____ a tune.
whispering whistling wheedling
5. Cedar Rapids is in Linn _____.
country county cozy
6. The soldiers were sent to the country to _____ the people from the enemy.
present pretend protect
7. Mrs. Olds' old car would not _____ this morning.
starch stork start
8. My father _____ with a quiet voice.
spoke spike spade
9. Debbie was _____ a secret to Miss Young.
whittling whispering whimpering
10. A fireplace makes a room _____.
country county cozy
11. Grandfather Jones brought Mary a big birthday _____.
pretend present protect
12. My baseball shoes have more than one _____.
spike spade spoke
13. The _____ we live in is the United States.
country county cozy

who

when

where

The snowman ran away _____ he saw the boy coming. The boy
_____ came out looked for the snowman. All he saw was a big
puddle of water _____ the snowman had melted.

if

so

or

The bear could not tell _____ Mr. Brown was in his cage
_____ he looked inside the bars. He could not see Mr. Brown
_____ anyone in there _____ he went in.

but

because

as

The spaceship had to slow down _____ it was becoming too hot.
_____ it slowed down, a moonmonster tried to jump on, _____
he fell off into space.

that

when

who

One night a magic elf _____ was nearby visited the school. He
told the principal _____ the children would have a surprise _____
they came to school in the morning. Do you know what the surprise was?

What do you think the surprise was? Write down your idea, or make a
picture of it.

Project BASIC Reading
Cedar Rapids, Iowa
Scrutiny Context

Write the correct word in the blank.

1. saw I _____ many animals at the zoo.
was
way
2. left I was the _____ one home from school.
last
look
3. came _____ you help me with my work?
come
can
4. now Can you help me _____ ?
new
no
5. foot Did you _____ your book?
first
find
6. car Father took us to school in the _____.
can
ran
7. want Jeff and Mike _____ fishing.
went
which

Project BASIC Reading
Cedar Rapids, Iowa
Scrutiny, similar word forms

This kind of work takes quick thinking and quick action. So it is important that the astronauts keep in shape while they are in their ships. They eat good meals and do exercises regularly. In order to be ready for all kinds of action, they make sure to do the exercises every day at the same time.

Because astronauts work hard, they also need some time for recreation. In each ship there are some things which the crew can do for fun. There may be tapes of favorite music, books to read, and games to play.

Perhaps you would make a good astronaut. Are you a good thinker? Is your body in good shape? Do you like to find out about new things? Do you like to work hard and play hard? Who knows, maybe some day you will be the first man to set foot on Mars!

There is an underlined word in each paragraph. Somewhere in the paragraph is a phrase which means about the same thing. Use a dotted line to underline the phrase.

Men who travel in space must be smart, and their bodies must be in good shape. Astronauts have to be very well-trained, because they must carry out many tasks during a space flight.

Before liftoff, all the equipment inside the space ship must be checked. During this time when the space ship first leaves the earth, each astronaut has many jobs which must be done quickly and exactly.

After the ship leaves the earth, the astronauts are still very busy. Many controls must be watched as the ship leaves the earth's atmosphere, the air which is all around the earth.

Once the space ship is in orbit, there are still many special jobs to be done as the ship travels the same large circle around the moon over and over again.

Perhaps one of the astronauts will take a short walk in space. Then, one of the other astronauts will take care of opening and closing a special hatch, the small doorway in the side of the space ship.

It may be that two space ships will plan to dock in space. As the two ships move to fasten together, each astronaut has his own job to do.

It could be very dangerous if one ship begins tumbling. Astronaut pilots must know what to do if a ship begins to turn end over end.

Project BASIC Reading
Cedar Rapids, Iowa
Comprehension: Context Clues to Word Meaning

Draw a dotted line under the part that means the same as the word or words underlined in each part.

1. The zoo had farm animals, pets, and big animals. The boys and girls wanted to see them all.
2. Wendy, Lori, and Cheryl went to the park. They had fun.
3. Mike, Dan, and I played in the snow. We made a snowman.
4. Mrs. Noble read a story to Kim, Joanne, and Jeanne. She gave them popcorn.
5. Mr. Snowman played a game with Teri, Tracey, Karlene and I. He made us laugh.
6. Tracey went to a play. She liked it.

Project BASIC Reading
Cedar Rapids, Iowa
Comprehension: Pronoun Reference

Draw a dotted a line under the part that means the same as the word or words underlined in each part.

1. Mary went back home to find her sack. When she got back home, she found it on the table.
2. Father, Mother and John went to the zoo. They saw all kinds of animals. Everyone had a good time.
3. The train was late today. It had many stops to make.
4. Tom as a black dog. His name is Blackie. He can do many tricks.
5. Marlene hurt her foot. She had to have her Mother look at it.
6. Janet got a new doll for her birthday. She took it to school to show all of her friends.
7. Jack read a book about animals. It had lots of animals' pictures.
8. Tim had a birthday party. He had all of his friends come.
9. "Sally," called Mother, "it is time for you to come home. You have to eat now."
10. Mike and Mark went to the store. They wanted to buy a new toy. They found a red truck that they liked.

Project BASIC Reading
Cedar Rapids, Iowa
Comprehension: Pronoun reference

Circle the pronouns that stand for the underlined nouns.

1. Mother planted some flowers. They are very pretty.
2. I have a new wagon. It is red and can go fast.
3. Sally has a cat. She feeds it every day after school. Her cat is very cute.
4. Larry likes to play ball. He goes to the park to play ball with his friends.
5. There are many animals at the zoo. They are fun to look at and they are fun to feed.
6. Father has a new car. It is green. Father is going to give us a ride in it.
7. Mother made some good cookies. We had some after school. They were very good to eat.
8. We have fun at the playground. We swing and play on the slide there.

Circle the persons that the pronoun "they" refers to.

1. Karlene and Joanne walk to school. They live down the street.

Karlene

school

Karlene and
Joanne

2. Put the dog and the cat outside. They may not come in.

dog and cat

the dog

3. Be sure to shut the rabbits' cage. They get out.

the cage

the rabbits

4. The teacher asked Mike and Dan to help her. They did a good job.

Mike and Dan

teacher

5. Jeanne and Wendy and Tracey sang Christmas songs at Kennedy High School.

Jeanne, Wendy and Tracey

songs

Project BASIC Reading
Cedar Rapids, Iowa
Pronoun Reference

Retype Primer

me

I

it

you

Jane said, "Help _____, Dick."

Sally said, "I can get _____, Mother."

"Puff, I want to play with _____," said Dick.

"_____ can find that ball," Mother said.

Read each little story. Decide which idiom gives a "picture" of the meaning. Circle your choice.

1. It was Valentine's Day and the class was getting ready for the party. Mrs. Fry was unpacking candy, cookies, and Cherry Hi C. As the children watched they were as
 - a. quiet as mice.
 - b. smooth as silk.
 - c. sharp as a tack.
2. Susie wanted to go to the movies. Mother said, "You may go after you clean your room." Susie ran upstairs and worked. She was as
 - a. sweet as a rose.
 - b. bright as the sun.
 - c. busy as a bee.
3. It was the day for the big race. All the cars were lined at the starting line. Johnny thought he could win because his car was as
 - a. smooth as silk.
 - b. fast as lightning.
 - c. black as coal.
4. It was Andy's birthday and he was having his first party. The children came to the door carrying presents. Andy felt as
 - a. happy as a lark.
 - b. sly as a fox.
 - c. big as a barn.
5. The class was going on a trip to the fire station. Billy had to stay home that day because he had the flu. Billy was as
 - a. sweet as a rose.
 - b. sick as a dog.
 - c. high as kite.

Project BASIC Reading
Cedar Rapids, Iowa
Comprehension: Idioms



FIX THE LIMERICKS

For supper John ate a huge fish,
(Served on a silver-edged _____).
When he went for a swim,
He sprouted a fin,
And shot through the sea with a swish.

One morning our young friend named Mark
Went fishing in Cullhaven Park,
For bait used a worm,
Juicy fat, full of squirm,
Which lured him a whopping big _____.

I knew a young bird that was blue
Who called herself Miss Lindy Lou.
She built a small nest;
'Twas really the best,
So she happily sang as she _____!

Beth flopped herself down on the sand,
With a frosty cold drink in her hand.
As she took a long rest,
The sun shone in the _____,
So she found herself all-over-tanned.

I once knew a fast cat named Joe,
Who chased a fat rat, name of Moe.
Moe sat and he waited,
Too long hesitated,
So Joe got poor Moe by the _____.

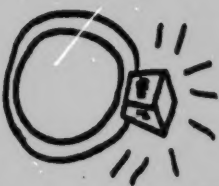
TURN YOUR PAPER OVER AND WRITE YOUR OWN LIMERICK

Project BASIC Reading
Cedar Rapids, Iowa
Limericks





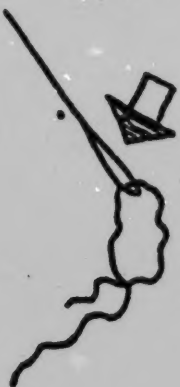
box



eye



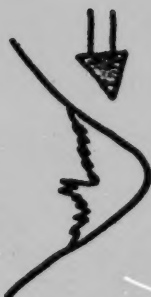
ear



ring



top



Can you match the opposites (antonyms)?

huge

dull

wonderful

awful

sharp

generous

empty

dawdling

greedy

tiny

racing

sad

full

How about adding some (at least 4) of your own? Make them to share with a classmate.

Comprehension: Antonyms - Opposites

READING SKILLS TASK FILE

The Reading Skills Task File is offered as an access system to keyed selected reading skills practice materials. This file consists of more than 1000 multi-colored cards, with colors denoting the media used for each activity. The cards are correlated to the subtests of the Cooper-McGuire Word-Attack Skills Test. Each card identifies or describes a specific commercial or teacher-made reinforcement material or activity. Using this file, the teacher can assign children selected skills practice materials for independent activities, use them as teaching aids for her own instructional groups, or as a guide for tutors assigned to help children with reading skills practice.

Attached are: samples of the RST cards; a color code card, a list of the commercial materials included in the system; and forms used to develop the file.

We recommend that local districts develop their own file. This will provide the producing District with a file of materials currently available to teaching staff.

In developing a local file, we suggest that the original format be studied carefully for revisions, such as deleting the reference to sex preference, changing the weight of the paper, or using an 8 1/2 x 11 inch format.

RST Prescriptive Unit

Reading Skill Task No. _____ C-M Skills _____

Objective of RST _____

☐ Individual ☐ Group _____
☐ Teacher ☐ Tutor ☐ Self-teaching ☐ Peer
 Reading Level _____ Grade Level _____

☐ Auditory ☐ Visual ☐ Kinesthetic ☐ Combination

Approximate time needed _____ ☐ Male ☐ Female

Resources Needed (No.) _____ Source _____

Instructions (To teacher, paraprofessional, volunteer)

Described by _____

Date _____

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RST Prescriptive Unit

Reading Skill Task No. _____ C-M Skills _____

Objective of RST _____

☐ Individual ☐ Group _____
☐ Teacher ☐ Tutor ☐ Self-teaching ☐ Peer
 Reading Level _____ Grade Level _____

☐ Auditory ☐ Visual ☐ Kinesthetic ☐ Combination

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☐ Auditory ☐ Visual ☐ Kinesthetic ☐ Combination

Approximate time needed _____ ☐ Male ☐ Female

Resources Needed (No.)

Source

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Instructions (To teacher, paraprofessional, volunteer)

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Date _____

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RST Prescriptive Unit

Reading Skill Task No. _____ C-M Skills _____

Objective of RST _____

☐ Individual ☐ Group _____

☐ Teacher ☐ Tutor ☐ Self-teaching ☐ Peer

Reading Level _____ Grade Level _____

☐ Auditory ☐ Visual ☐ Kinesthetic ☐ Combination

Approximate time needed _____ ☐ Male ☐ Female

Resources Needed (No.)

Source

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Instructions (To teacher, paraprofessional, volunteer)

Described by _____

Date _____

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LIST OF RST MATERIALS

Ordering Information

	<u>Publisher</u>	<u>Order No.</u>	<u>Price</u>
I. Workbooks			
A. Barnell-Loft: <u>Working with Sounds</u> , Books A, B, C, D, and E.	Dexter and Westbrook 958 Church Street Baldwin, New York 11510	Specify title and letter	\$.89 ea.
teacher's manual			1.50 ea.
B. <u>GWEP</u> , Levels 2, 3, 4, 5, 6, and 7.	Ginn and Co. 450 W. Algonquin Rd. Arlington Heights, Illinois 60005		
Level 2 - Consonant Sounds and Symbols teacher's manual		26203-8 26204-2	1.35 ea. 2.40 ea.
Level 3 - Vowels and Variants teacher's manual		26205-4 26206-2	1.35 ea. 2.40 ea.
Level 4 - More Vowels and Variants teacher's manual		26207-0 26208-9	1.35 ea. 2.40 ea.
Level 5 - Sounds and Syllables teacher's manual		26193-7 26194-5	1.35 ea. 2.40 ea.
Level 6 - More Sounds and Syllables teacher's manual		26195-3 26196-1	1.35 ea. 2.40 ea.
Level 7 - Working with Words teacher's manual		26198-8 26199-6	1.35 ea. 2.40 ea.
C. <u>The New Phonics We Use</u> , Books A, B, C, and D.	Lyons and Carnahan 407 East 25th St. Chicago, Illinois 60616		
Book A		351-201	.72 ea.
Book B		351-202	.72 ea.
Book C		351-203	.81 ea.
Book D		351-204	.81 ea.
D. <u>Phonics Workbook</u> , Book A and B.	Modern Curriculum Press 13900 Prospect Road Cleveland, Ohio 44136		
Book A answer key		181-B 151	1.23 ea. .24 ea.
Book B answer key		281-B 251	1.14 ea. .21 ea.

	<u>Publisher</u>	<u>Order No.</u>	<u>Price</u>
II. Transparencies			
A. 3-M Packets (Phonics)		Available through TRC @	
		Transparency paper \$	³⁰ ~~.48~~ ea.
		Mounting Frame	.10 ea.
B. Flipitrans - Level 4 (set of 50)	Scott, Foresman 1900 East Lake Ave. Glenview, Illinois 60025	08825-71	21.00
III. Filmstrips: Singer Basic Primary Phonics			
	Society for Visual Education Jack Shipman, Rep. 2613 21st Ave. N. Ft. Dodge, Iowa 50501		
Group 1 - Initial Consonant Sounds, B, D, P.		118-1	5.50
Initial Consonant Sounds, L, H, F, K.		118-2	5.50
Initial Consonant Sounds, M, N, T, J.		118-3	5.50
Initial Consonant Sounds, R, S, V, W.		118-4	5.50
Initial Consonant Sounds, C, G, Y, Q.		118-5	5.50
Practice and Review		118-6	5.50
Set: 6 Captioned F/S		118-SA	30.00
Group 2 - L and W Blends	SVE	118-7	5.50
R Blends		118-8	5.50
S Blends		118-9	5.50
Two-Letter Sounds		118-10	5.50
Two and Three-Letter Combinations		118-11	5.50
Rhyming Words and Final Consonant Sounds		118-12	5.50
Set: 6 Captioned F/S		118-SB	30.00

	<u>Publisher</u>	<u>Order No.</u>	<u>Price</u>
Group 3 - Short Vowel Sounds	SVE	118-13	\$ 5.50
Long Vowel Sounds		118-14	5.50
Y Vowel Sounds and Single Vowels Affected by Consonants		118-15	5.50
Two-Letter Vowels		118-16	5.50
Two-Letter Combinations		118-17	5.50
Vowels Controlled by R		118-18	5.50
Set: 6 Captioned F/S		118-SC	30.00

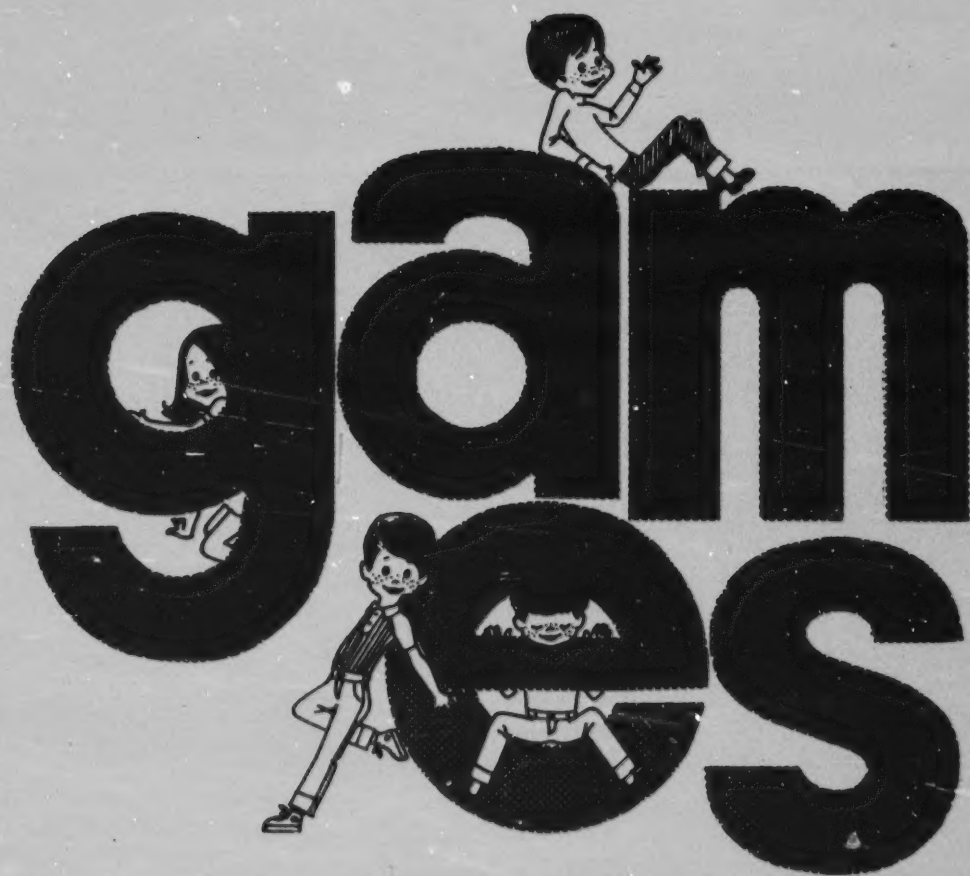
IV. Games

A.	Spelling Learning Games Kits A - E.	Lyons and Carnahan		
	Kit A, grade 1	407 East 25th St. Chicago, Illinois	808-901	39.00
	Kit B, grade 2	60616	808-902	39.00
	Kit C, grade 3		808-903	39.00
	Kit D, grade 4		808-904	39.00
	Kit E, grade 5		808-905	39.00
B.	Phonics We Use Learning Games Kit	Lyons and Carnahan		
	Complete kit - 10 games	407 East 25th St. Chicago, Illinois 60616	352-700	49.08
C.	Consonant Lotto - Dolch Phonics Game	Latta's 2218 Main Street Cedar Falls, Iowa 50613	2304	1.98
D.	Silly Sounds - Ideal	Latta's 2218 Main Street Cedar Falls, Iowa 50613	2401	6.00

	<u>Publisher</u>	<u>Order No.</u>	<u>Price</u>
E. Space Flight Game - Ideal	Latta's 2218 Main Street Cedar Falls, Iowa 50613	2403	\$ 6.00
F. Sea of Vowels Game - Ideal	Latta's 2218 Main Street Cedar Falls, Iowa 50613	2402	6.75
G. Animal Race Game	Houghton-Mifflin 1900 So. Batavia Ave. Geneva, Illinois 60134	1-35208	7.35
H. Webster Word Wheels	McGraw-Hill Manchester Road Manchester, Mo. 53011	07-033729-2	20.00
I. Doghouse Game	Latta's 2218 Main Street Cedar Falls, Iowa 50613	2155	1.50
J. Build It Decks - 1, 2, 3, 4	Remedial Education Press		3.00 ea.
K. Go Fish Sound Game - Series 1	Remedial Education Press Kingsbury Center 2138 Bancroft Place, N.W. Washington, D. C. 20016		3.00
L. Broken Letters Game - Get Set Game for Beginning Readers	Houghton-Mifflin 1900 So. Batavia Ave. Geneva, Illinois 60134	1-35212	9.30

	<u>Publisher</u>	<u>Order No.</u>	<u>Price</u>
M. Short Shorts Game	Remedial Education Press Kingsbury Center 2138 Bancroft Place, N.W. Washington, D. C. 20016		\$ 3.00
N. Get Set Picture Words Game	Houghton-Mifflin 1900 So. Batavia Ave. Geneva, Illinois 60134	1-35216	7.35
O. Game 7 - SRA Reading Lab Word Game - short vowels	Science Research Associates 259 East Erie St. Chicago, Illinois 60611	3-175207	7.56
P. Short Vowel Drill	Remedial Education Press Kingsbury Center 2138 Bancroft Place, N.W. Washington, D. C. 20016		3.00
V. Pictures			
A. Ideal Consonant Cards	Latta's 2218 Main Street Cedar Falls, Iowa 50613	2721	3.50
B. Ideal Consonant Blends and Digraphs	Latta's 2218 Main Street Cedar Falls, Iowa 50613	2731	2.25
VI. Other			
A. Durrell-Murphy Phonics Practice Program	Harcourt, Brace, Jovanovich 7555 Caldwell Ave. Chicago, Illinois 60648	348050-5	~~42.00~~ \$ 60.00

	<u>Publisher</u>	<u>Order No.</u>	<u>Price</u>
B. First Talking Alphabet	Scott, Foresman		
	1900 East Lake Ave.		
Part 1 - Consonants -	Glenview, Illinois		
Levels 2 - 4	60025	02584-67	\$ 42.00
Duplicating Masters			
(set of 60)		02596-67	10.20
Part 2 - Vowels -			
Levels 3 - 4		02559-68	39.00
Duplicating Masters			
(set of 52)		02560-68	7.50



COLLECTIONS AND CREATIONS
OF ELEMENTARY LEARNING GAMES

TABLE OF CONTENTS

CONSONANTS

Blends, Digraphs, Diphthongs

VOCABULARY DEVELOPMENT

Letter Names, Shapes, Discrimination of Word Forms,
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Long, Short and R-controlled

WORD PARTS

Prefixes, Suffixes, Compound Words, Root Words,
Contractions

ALL PURPOSE GAMES

Trail Games

MATH GAMES

Addition, Subtraction, Multiplication, Division

★ ★ ★ ★ ★ ★ ★ ★

The booklet of "Games - Collections and Creations of Elementary Reading Games" has been compiled by Project BASIC staff members for use by volunteers and teachers.

Many of the ideas have been adapted or borrowed from teachers, associates, and volunteers around the District.

SCHOOL VOLUNTEER OFFICE

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed here in do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Consonants

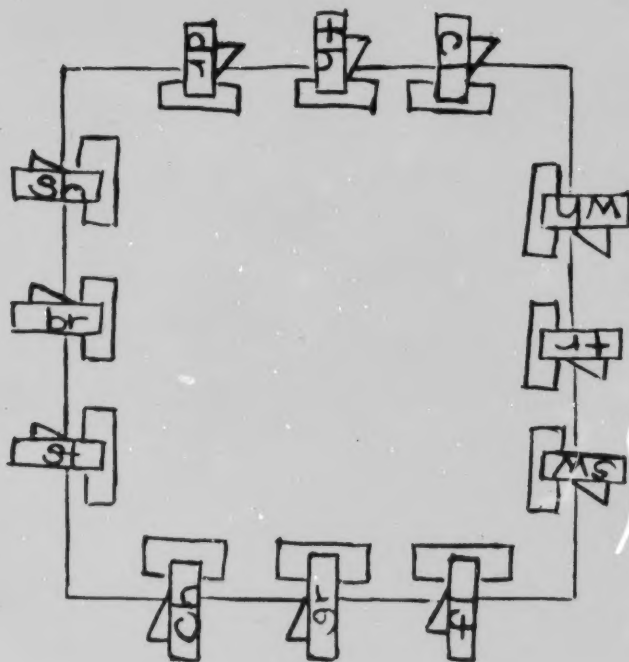
CLOTHESPIN SQUARE

OBJECTIVE: Reinforce blends and digraph skills.

TO MAKE: 12" square of red railroad board. Cut small pictures from old workbooks, each with a different beginning blend or digraph. On spring-type clothespins print the matching blend or digraph. On back of board, paste or print name of pictures.

TO PLAY: Place clothespins on board beside the appropriate pictures.

WINNER: After all clothespins are in place, turn board over to check for correctness.



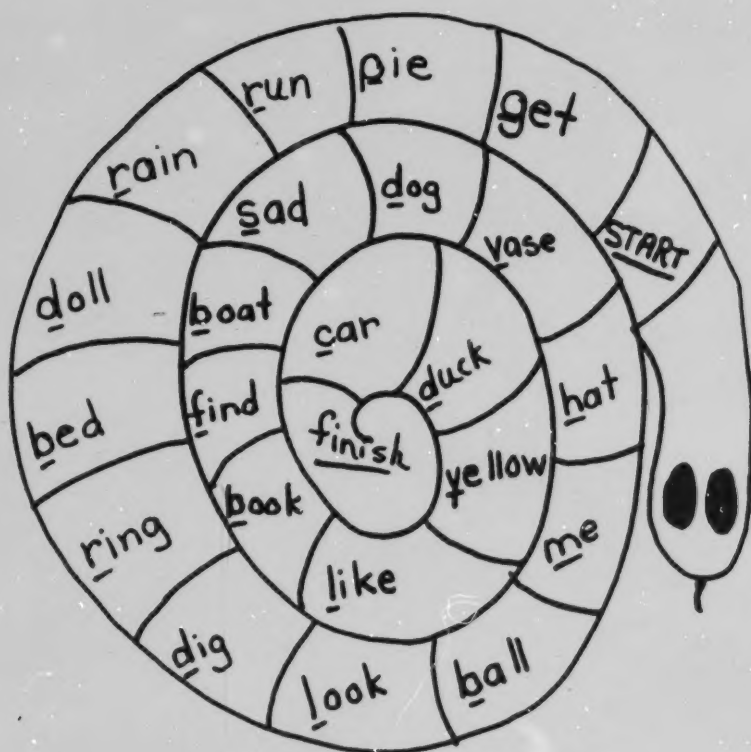
SNAKE TRIAL

OBJECTIVE: Reinforce beginning sounds.

TO MAKE: Draw game board with trail in shape of snake. Each space on trail has word with beginning consonant underlined.

TO PLAY: Go the number of spaces indicated on dice or spinner. Player must then repeat the word on that space plus another word that begins the same. If he missed the latter, he has to move back one space (never more than one.)

WINNER: First one to reach center of snake with exact count of dice.



HAPPY HANK

OBJECTIVE: Reinforce beginning blends.

TO MAKE: Cut a six-inch circle of oak tag. Draw a face on it. On the right cheek cut out a 3/4" square. Just left of the square print the blend (fl). Cut a second circle slightly smaller with a handle that would extend when placed behind face. Fasten second circle behind face with brass fastener and print letters in the open square so that as you move the handle, the letters make a word when added to the blend; such as flew, flow, flea, fly, flap, flute, etc.

TO PLAY: Turn wheel and see how many words beginning with the same blend can be read.



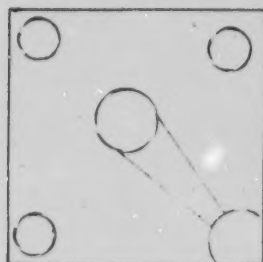
BASEBALL

OBJECTIVE: Reinforce auditory perception of consonant sounds at the end of words.

TO MAKE: Draw a diagram of a baseball diamond on game board. Place bases on board with ending sounds. (Change bases with those of different letters occasionally.)

TO PLAY: The first batter of Team A starts with the letter in the box at first base. He is asked to give a word ending with this letter (or letters, such as th, ck, etc.) If he can do so for each base, a run is scored for his team. If he fails on any base, he is out. When a team has 3 outs, the other team gets a chance at bat.

WINNER: Team with high score.



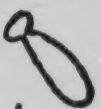
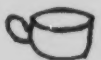
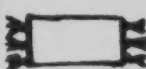
Reprinted by permission of the publisher from Guy Wagner and Max Hosler, Reading Games. (New York: Copyright 1960 by Teachers Publishing Corporation.)

FINAL CONSONANTS

OBJECTIVE: Reinforce recognition of final consonant sounds of g, p, t, and x.

TO MAKE: Game board - railroad board 9" x 12" divided into 9 squares. Each square has small picture of object ending with g, p, t, and x. Name of object is printed below it with final consonant missing. Make 2" x 3" cards that have matching picture only with complete word printed below picture. You will also need several small letter picture. You will also need several small letter cards with the missing consonants printed on them.

TO PLAY: Give the child the small letter cards to match on the front. Then let the students check with the matching cards.

 cu _	 pi _	6 si _
 ca _	 fo _	 ba _
 cu _	 ru _	 ba _

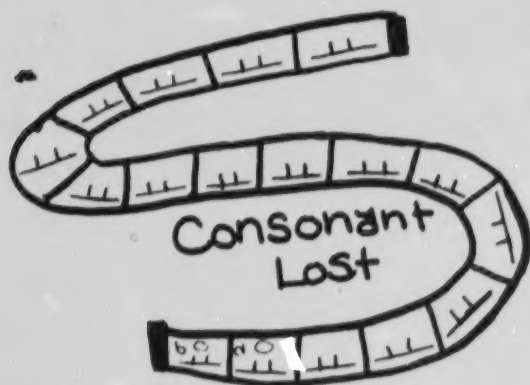
CONSONANT LOST

OBJECTIVE: Hear the location in the word of a particular consonant.

TO MAKE: Simple trail game on railroad board or oak tag with approximately 27 spaces in addition to start and finish. On each space is a picture of an object cut from old dictionaries or workbooks. In the upper left-hand corner is a consonant that is heard somewhere in the picture. Below each picture is a divided line thus: | | . Also needed is a spinner or dice and small buttons for margin men.

TO PLAY: Go to space indicated by arrow or dice. Player places his button on location of consonant in word (beginning, middle, or end.) If incorrect, player must move back one space.

WINNER: First to reach end of trail (exact count of dice or spinner).



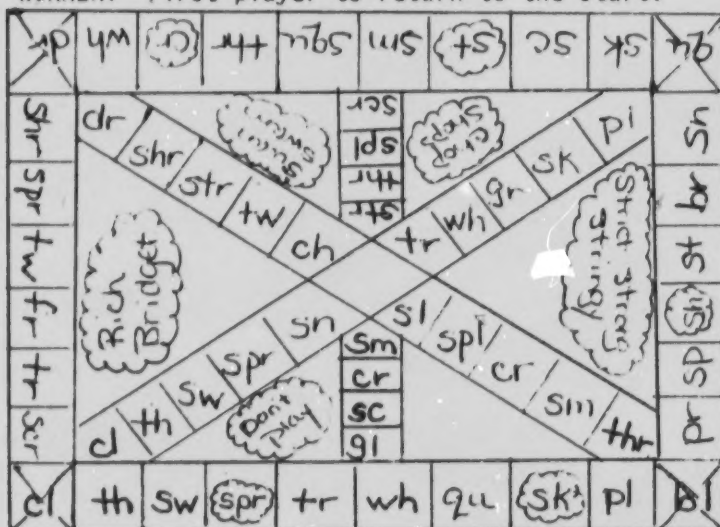
TRACK BLENDS GAME

OBJECTIVE: To reinforce blends skills.

TO MAKE: Oak tag or railroad board 14" X 22" on which is drawn a track around the board, one track through the center and two tracks diagonal. On each track are printed blends. In between the tracks are written tongue twisters framed in assorted water colors. Matching frames are on the outside track around a blend. Tongue twisters used could be: "Don't play hopscotch with top-notch watch fobs." "Rich Bridget's midget digits itch. Bridget's digits twitch. If she fidgets with her digits, Bridget's britches will be switched!" "Strict, strong, stringy Stephen Stretch slickly snared six sickly silky snakes." "Chop shops stock chops." "Swan swam over the sea. Swim, swan, swim! Swan swam back again. Well swum, swan!"

TO PLAY: Roll a dice or use a spinner. Starting from center of board, proceed on either center track to outside track, then clockwise around the track until player returns to point on track from where he began. If he lands on a corner, he must take the diagonal track. If he lands on a blend with a colored frame, he must read the tongue twister with the matching frame. As he lands on a blend, he must use the blend in a word or back up 2 spaces.

WINNER: First player to return to the start.



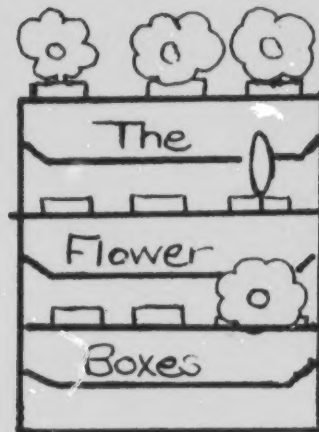
THE FLOWER BOXES

OBJECTIVE: Reinforce blends and digraph skills.

TO MAKE: (1) three "flower boxes" of oak tag stapled and/or taped on oak tag game board; (2) round flowers of assorted color construction paper with "seed" centers of yellow paper, upon which are written digraphs and blends as follows: br cr gr tr dr fr bl pr cl fl gl pl sl sk sw sp sm st sn wh th ch sh; (3) picture cards from consonant picture set No. 2731 or some of your own making; (4) a few "weeds" cut from construction paper.

TO PLAY: Picture cards (the seeds) are placed in flower boxes. One player places flower with same blend or digraph in front of matching pictures; for example, the th in front of picture of thumb. Other players observe, and if they see him make a mistake, they pull the flower and replace it with a weed.

WINNER: Best score of the group.



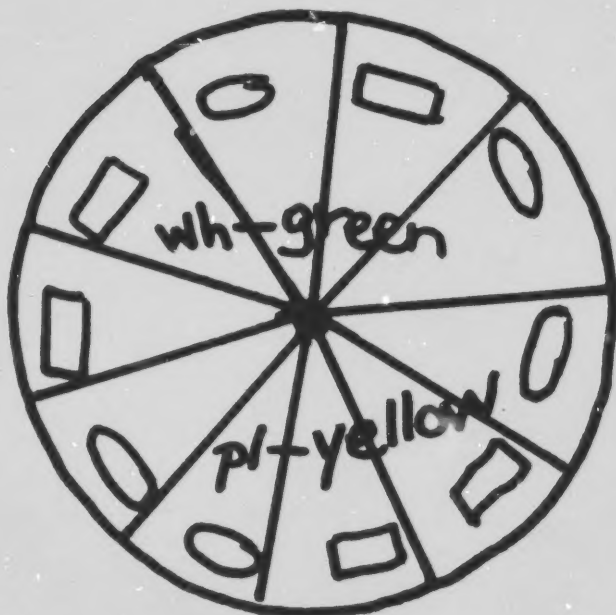
BLENDS WHEEL

OBJECTIVE: Reinforce blend skills.

TO MAKE: 10 inch circle of brightly colored railroad board. Paste several pictures from workbooks beginning with two different blends. On back of wheel print or paste names of pictures. Cut slots besides pictures. Fasten several yarn strings of two colors with brass fastener. For example, one-half green, one-half yellow.

TO PLAY: Student arranges the colored yarn in the slots beside the picture beginning with correct blend, such as WH-green yarn; PL-yellow yarn.

WINNER: After yarn is in place wheel can be turned over to check against words printed there.



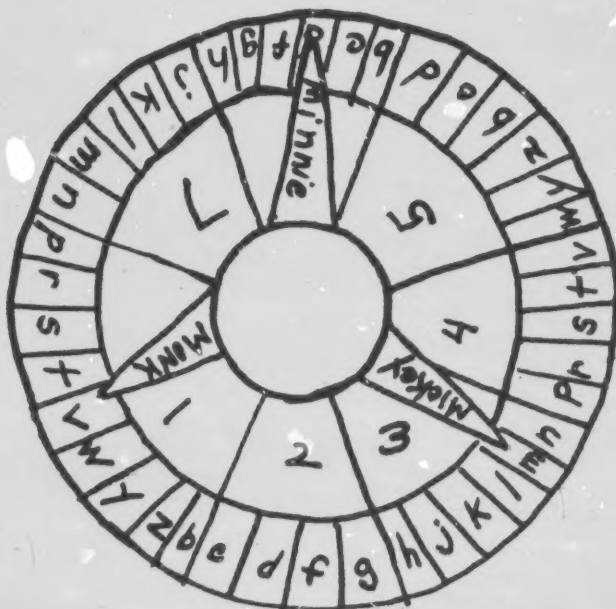
CONSONANT SPINNER

OBJECTIVE: Beginning or ending consonant skill reinforcement.

TO MAKE: Cut nine-inch circle of oak tag. Draw inner 6-inch circle. Divide circles into 7 or 8 sections. On outer circle divide each section into 9 sections. On inner circle number 1 - 7. On outer circle, print consonants. Cut a 3-inch circle with three pointers. On each pointer, write a name. Fasten this circle to large circle with a brass fastener.

TO PLAY: This spinner is to be used with a trail game. Students chooses which name or pointer he wants to use. (So one could spin for three or more at same time." If Minnie's pointer indicates 6 on the inner circle and d on the outer circle, player may go 6 spaces on the trail if he can give a word beginning with d.

WINNER: First to reach end of trail as per game.



CONSONANT COUNTRY

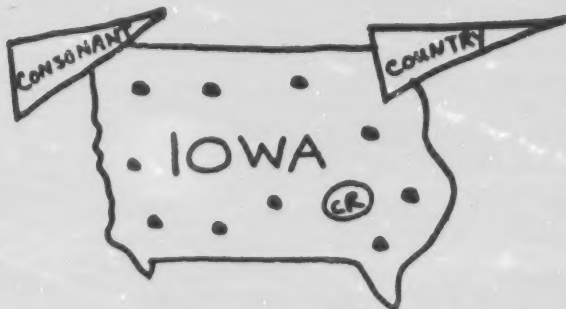
OBJECTIVE: To reinforce beginning consonants.

TO MAKE: On Iowa highway map draw one-inch circles with water-color markers as follows: 22 each of two colors; cut 7 of white paper. Each set of 22 should have the following consonants printed on them: C H J F T K V B P L R Z W N G Y D M F S T. One white circle should be marked START and HOME and placed on map at Cedar Rapids. One set of colored circles should be placed around the north route; one set, the south route. The remaining white circles should be marked REST AREA and placed approximately every 7 spaces of the colored trail. Make set of 48 (2 X 3) cards printed as follows:

- 4: "Out of gas--miss one turn."
- 4: "Ticket for speeding. Go back 1 space."
- 4: "Interstate Highway. Go ahead 5."
- 4: "Rest Stop--go to closest rest area (forward or back)."
- 8: (each) of 1 - 2 - 3.

TO PLAY: Draw a card and go number of spaces it tells you on route closest to you. Say word that begins with consonant sound that player lands on. If incorrect, he must go back one space.

WINNER: First to return to Cedar Rapids.



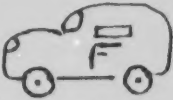
AT THE BEGINNING

OBJECTIVE: To recognize consonant sounds at the beginning of the word.

TO MAKE: Cut 9" X 12" game board of railroad board. Divide into six sections. Cut pictures from old workbooks and paste one on each section. Beneath each picture print name of picture with the beginning consonant missing. Cut small cards with matching pictures on them and word printed below. Cut smaller cards with the missing consonants.

TO PLAY: Student places consonant cards in place on game board.

WINNER: Check with matching cards.

 -up	 -ox
 -oll	 -ath
 -all	 -ar

CONSONANT MATCH

OBJECTIVE: Reinforcement of beginning consonant sounds.

TO MAKE: 9" X 12" game board of oak tag, divided into 16 sections. On left column has pictures with names of pictures printed beside them; each picture begins with a different consonant. For example, pencil, king, world, meat. Make several 2" X 3" cards with other pictures beginning with the same consonants, such as kite, and pan.

TO PLAY: Student draws picture card and puts it in the space to the right of the picture with the same beginning consonant.

pencil 			
king 			
world 			
meat 			

Vocabulary Development

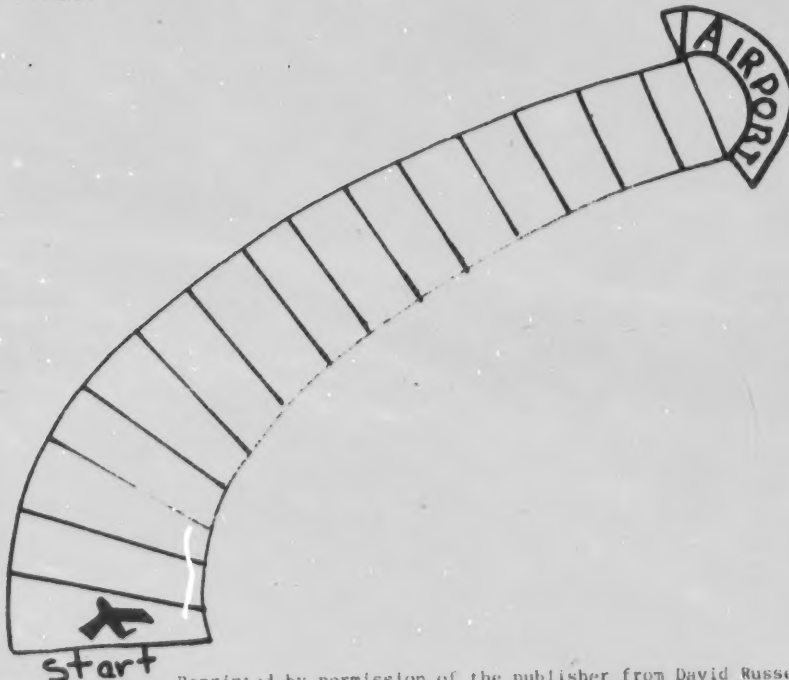
AIRPLANE

OBJECTIVE: Build reading vocabulary

TO MAKE: Draw a spiral path on a sheet of paper with a hangar at the end of the path. Divide the path into sections in which are printed drill words. Two players have an object representing an airplane and duplicate sets of 1" X 2" cards with the same words that are on the path.

TO PLAY: The game begins with both airplanes in the lower left space and each player's cards face up. The first player reads the word on his top card. If the word is the same as the one in the first space of the path, his plane is moved to that space. If not, he may not move. His card is placed on the bottom of his deck and the other player takes his turn.

WINNER: The person whose airplane reaches the hangar first.



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READING FOOTBALL

OBJECTIVE: Learn new words and review old ones.

TO MAKE: Make a board that resembles a football field. Make a paper football marker. Divide each player's cards into two piles--a pile of words that are probably hard for him and a pile that are probably easy. Call the harder pile "20 yard words" and the easier pile "10 yard words." Put the football marker on the 50 yard line to start.

TO PLAY: Team A decides whether to try for 10 yards or 20 yards, then picks a word from the proper pile. If the player reads the word correctly, the football is moved 10 (or 20) yards "down the field." If the word is not read correctly, the ball stays put. Team B then gets its turn to pick a 10 yard or 20 yard word. If the player reads the word aloud correctly, the ball moves 10 (or 20) yards back "up the field" toward Team B's goal.

WINNER: Team with high score.



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TODAY, TOMORROW OR YESTERDAY

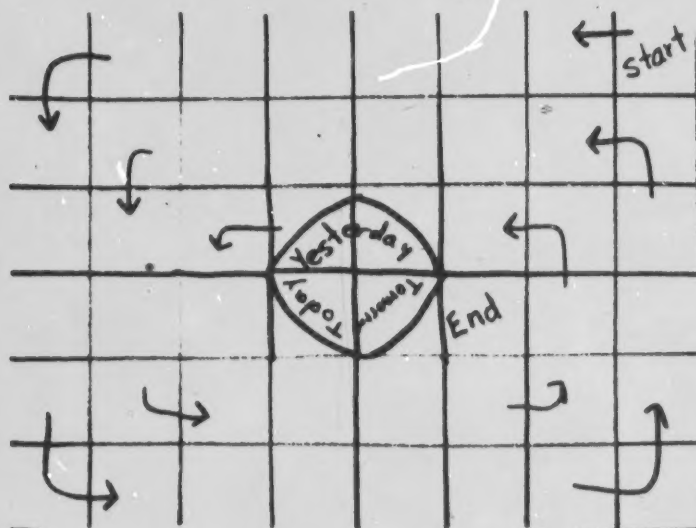
OBJECTIVE: To increase vocabulary by reinforcement of the use of the correct tense (past, present, or future.)

TO MAKE: Colorful railroad board cut approximately 14" X 18", divided into 2" squares. On each square is a different word (may be repeated) taken from the basic skills list. In the center of the game board is a spinner divided into three sections--today, tomorrow, yesterday. In addition to the board is a spinner divided 1-8.

TO PLAY: First player spins number spinner, then proceeds around the board the number of spaces indicated. He then spins the spinner on the game board. He then must use the word on the space landed on as though it were today, tomorrow, or yesterday as so indicated on the small spinner e.g. word GET for yesterday...I got, etc.

WINNER: First one to reach finish.

Note...This game is primarily for reinforcement. If necessary, tell pupil correct way if he is wrong. The important thing is that he tries. It is not necessary to penalize unless so desired.



"WEIRD WORDO"
(a little different kind of Bingo)

OBJECTIVE: To reinforce reading vocabulary.

TO MAKE: Cut six game cards (5 X 8) of oaktag or construction paper with six different words printed on each (from basic skills lists), no card having any of the same words; 36 small cards (2 X 3) -- each card having one of the words on Wordo cards.

TO PLAY: Small cards are placed face down and spread out in center of table. Play begins with one player drawing card and repeating word. If word is shown on his game card, he may draw again. If not, he gives card to whose card it is on (who also repeats word.) Then that player draws a card, etc.

WINNER: First to have completely filled card and calls out "Weird Wordo."

Dick

Dick	sat
come	Jane
see	dog

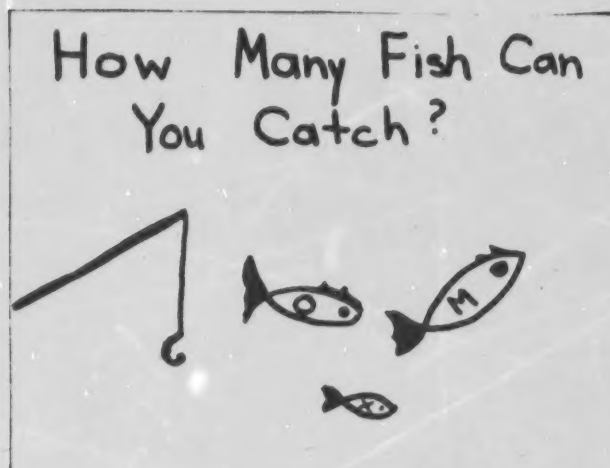
HOW MANY FISH CAN YOU CATCH?

OBJECTIVE: To reinforce recognition of letters.

TO MAKE: Game board of railroad board with waves painted on it. Above "water" is a fish pole. Small fish are cut out of railroad board. On each fish is a different letter.

TO PLAY: Several fish are laid on the waves. If they can read the letters, they catch the fish.

WINNER: Catches most fish.



WORD FORMS

OBJECTIVE: Visual discrimination of word form.

TO MAKE: Oak tag 9" x 12". Draw several lines. On each line print several words of similar size, repeating some words. Make several word cards.

TO PLAY: Show flash card to child. Remove flash card. Have child cover all words except those matching flash card.

Visual Discrimination of Word Forms

1. an no so on so on so

2. I it is I ill am is is

3. at it if is if it at if

4. for from of from far fan from if

5. are out air are out our aim am

GO AROUND THE BOARD

OBJECTIVE: Improve reading vocabulary and encourage reading in phrases.

TO MAKE: 14-inch square game board of oaktag or railroad board. Use black marker pen for trail and letters. Decorate board with bird stickers. On each space write either words or phrases. On four spaces are things to do, such as "move 2 back" or "move 3 ahead."

TO PLAY: Using dice or a spinner, proceed from home base the number of spaces indicated. Player reads the phrase on that space or does as indicated.

WINNER: First one to go around the board and return to home base.

Move 3 Ahead	as he said	for him	move 3 back	I will see
the new doll	Go Around The Board			all night
Look at him				so long
Home Base	if you can	the little child	move 2 back	a big horse

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FLASHCARD SCHOOL

OBJECTIVE: To improve reading vocabulary.

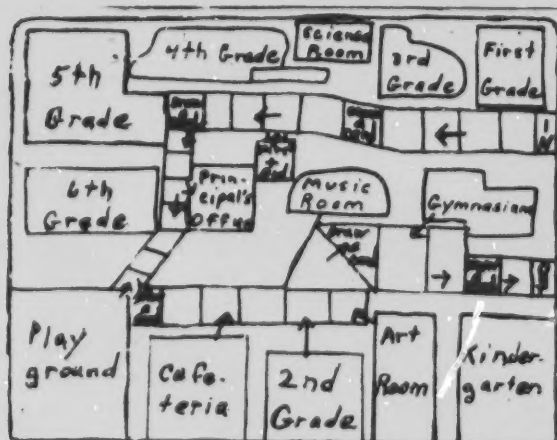
TO MAKE: Make game board of large sheet of oaktag or railroad board. Paste pictures on board indicating different classrooms. Make a set of 2 X 3 cards; two each printed as follows:

Go to Science Room.
Go to Art Class.
Go to Music.
Go to Gym for P.E.
Time for lunch--go to Cafeteria.
Recess! Go to playground.
Pick up mail for teacher at office.
Bumped your nose. Go to First Aid.
Stopped to talk to teacher...
Miss one turn.

You will need margin men, spinner or dice, and word cards.

TO PLAY: First player spins to see how many words he will have "opportunity" to read. He proceeds as many spaces as he is able to read words correctly. If he lands on space that says draw a card, he does as card tells him.

WINNER: First person to reach end of trail.



Vowels

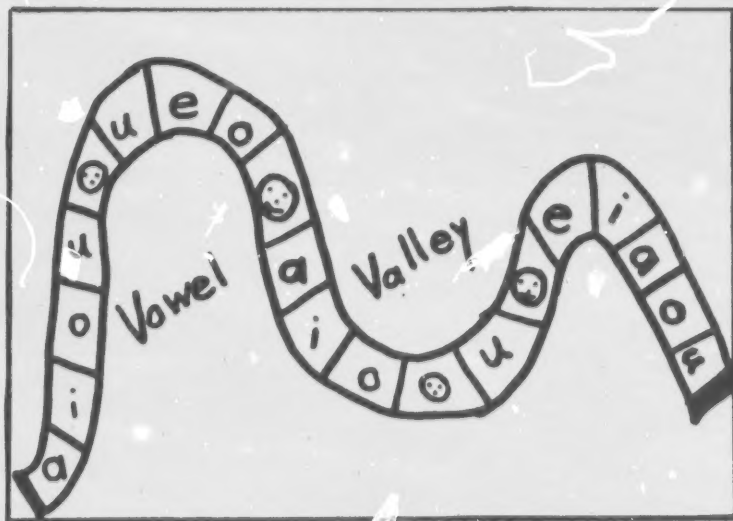
VOWEL VALLEY

OBJECTIVE: To reinforce recognition of vowel sounds.

TO MAKE: A snake-like trail is drawn on railroad board or oaktag. Each space has one of the vowels a, e, i, o, u. After each group of 5 is a space with a large smiling face. In one of the vowel spaces of each group is a tiny smiling face. Last space on trail has all the vowels. On the board is written, "If you should join my little brother, please slide ahead to see his mother." Also, make several cards with pictures (long and short vowel sounds.)

TO PLAY: Draw picture card. Move margin man to matching vowel you hear on game board. If in error, player cannot move. If the square the player lands on has a small smiling face, he moves to the next space with the larger face.

WINNER: First player to reach end of trail.



THE CHRISTMAS TREE

OBJECTIVE: To reinforce vowel sounds.

TO MAKE: Cut a Christmas tree of green construction paper. Cut three "package-shaped" pieces of construction paper. Decorate to look like gifts. Mount tree on game board. Put pictures under tree at bottom of game board. One package should have 1 printed on it, the next, 2, the last, 3. Make a 3 color spinner to match packages and fasten to top of tree with brass fastener. Cut several pictures of toys. Lay loosely on tree. Make several picture cards. Place on table in three stacks under each package.

TO PLAY: First player spins spinner. If it stops on blue, for example, he would draw a card under blue package. He must say a word with same vowel sound as picture. If correct and blue package has 2 on it, he gets to take 2 toys from the tree. etc.

WINNER: Has the most toys when time is called.



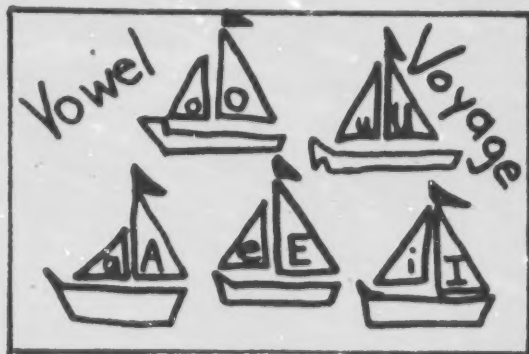
VOWEL VOYAGE

OBJECTIVE: Reinforce recognition of short and long vowel sounds.

TO MAKE: Railroad board or oak tag 18" X 22", upon which are five sail boats; the flag and boat are painted on, the white sails are of construction paper, folded. Each boat has a small sail and a tall sail. Each boat has one of the vowels. The tall sail says "long," the small sail says "short." You also need a set of picture cards.

TO PLAY: Each player takes turns drawing a picture card and tucking it under correct sail. He gets a point for each correct try.

WINNER: Has most points.



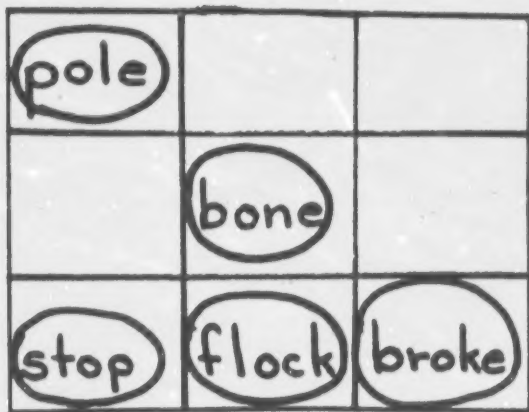
LONG AND SHORT - TIC TAC TOE

OBJECTIVE: Reinforce long and short vowel sounds.

TO MAKE: Cut nine inch square game board of oak tag. Divide into nine sections. Make several round playing pieces (12 each of two colors). On each playing piece print a word with the vowel O. On six of each color, the word should be a short vowel, six, long.

TO PLAY: Play like Tic Tac Toe trying to get three in a row or diagonal. Exception: If one player leads with a long vowel, opponent must block with a short vowel, or vice versa.

WINNER: First player to get three in a row.



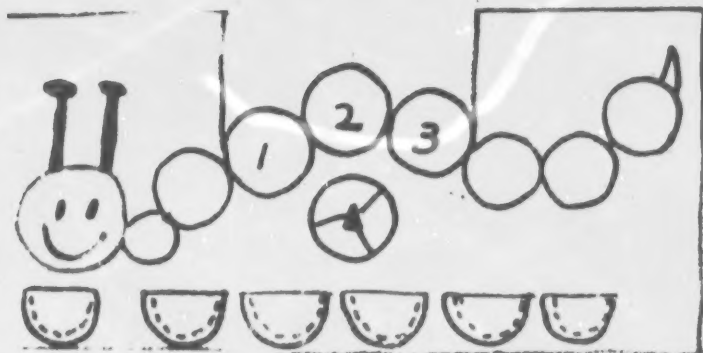
PETER'S POCKETS

OBJECTIVE: Reinforcement of any skill, such as vowel sounds.

TO MAKE: Playing board is made to resemble a worm or caterpillar made of circles. The three center circles are different colors and bearing a number 1, 2, or 3. A spinner sets below the worm with divisions into the same colors as in the center circles. Below the worm at bottom of game board are six painted pockets of different colors, which are used as score keepers.

TO PLAY: Flash cards for any skill which you are working on are placed behind three center circles (Peter's Pockets). Play begins with spinning arrow. Draw card from matching pocket. If correct, they may place the number of buttons as indicated on their chosen pocket. For instance, if working on vowel sounds and pictures are in Peter's pockets, they must give another word with the same vowel sound. If it is word cards you are working on, they must read word correct, etc.

WINNER: Has most buttons on pocket when time is called.



LONG AND SHORT A'S

OBJECTIVE: Reinforcement of the vowel A.

TO MAKE: Cut 12 x 9 inch card of oak tag. Divide into two columns. At top of one column is picture of a cage with word printed beside it. At top of second column is picture of hat with word printed beside it. Make several word cards of long and short a vowels in them.

TO PLAY: Player takes word cards and places them in correct column. Could have players play against each other or "teams."

WINNER: Keep score and winner is one or team with most points.

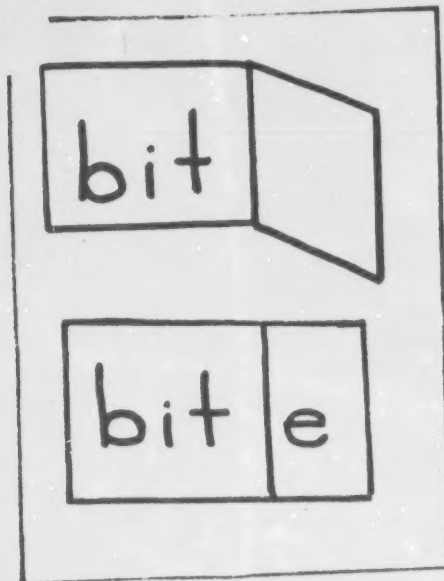
CAGE 	HAT 

SHORT VOWEL BECOMES LONG

OBJECTIVE: To review vowel rules by adding a letter or two changes the vowel sound.

TO MAKE: Cut 2 x 8 inch cards. Print word such as bit (short vowel) on one side. Fold card on end and add letter or letters to change word, such as "e" added to bit makes it bite.

TO PLAY: Give student several cards. Have him read it first as word with short vowel, then fold it over and read the new word it makes.



VOWEL--OPOLY

OBJECTIVE: To review vowel rules and patterns.

TO MAKE: (1) 18" x 18" square piece of oak tag on which is drawn squares like a Monopoly Board. Squares may be labeled with things to do (i.e. go ahead 2 spaces. Must roll 2 or 4 to move.) and names of local schools or classrooms. Label 8 squares CHANCE. Mark one START.

(2) 20 cards 2" x 3" with things to do on one side and the word CHANCE on the other.

(3) 40 cards 2" x 3" with questions about vowels on one side (i.e., The word fir has the same vowel sound as: sit, turn, oak. or the word oak has a long o vowel sound. True or false. or The vowel sound in queen is a long e because....)

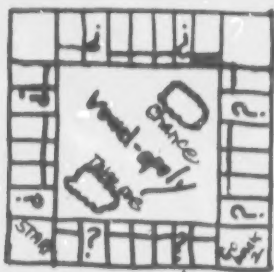
(4) A die or spinner and 2 or more markers.

(5) An answer sheet with the answers to the vowel card questions. The 40 vowel cards should be numbered on the side opposite the question consecutively 1 - 40. The answers are numbered to match the question.

PLAYERS: At least 2 players and 1 person for the answer card.

TO PLAY: Determine which player goes first. The players must draw a numbered card first and answer the question. The person with the answer sheet looks at answer and tells if it is right or wrong. If it is right, the player rolls the die to move and follows directions on the space landed, if any. The players must always answer a question correctly before they may roll the die.

WINNER: First person back to start. Only need to go around once.



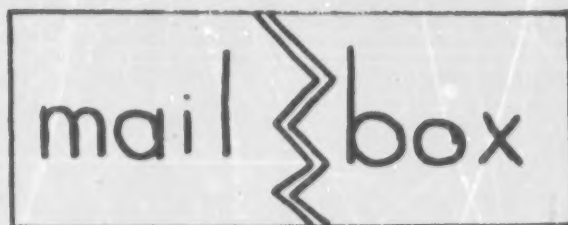
Word Parts

COMPOUND WORD PUZZLER

OBJECTIVE: Vocabulary development by learning compound words.

TO MAKE: IBM cards are cut in two pieces with jagged edges as in a puzzle. On each half is printed one part of compound word. Have several different puzzles.

TO PLAY: By fitting puzzles together, they find they have a compound word to read.



READ AND CHOOSE

OBJECTIVE: Matching pictures with compound words.

TO MAKE: Cut 9" x 12" game board of railroad board. Divide into nine sections. On each section, print a compound word. Make several small cards with pictures pasted on them which match the compound words printed on it.

TO PLAY: Student draws card and matches picture with word on board. Could also be played like Bingo with group with several boards with different words.

WINNER: First to fill card.



bookcase	seesaw	mailbox
rainbow	watermelon	bathtub
blackboard	cowboy	snowsuit

COMPOUND WITCH

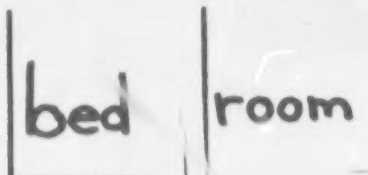
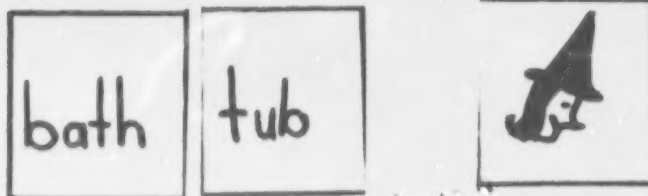
OBJECTIVE: Vocabulary development by learning compound words.

TO MAKE: Make 25 cards of oaktag or IBM cards. On each card print one part of a compound word. On one card draw a witch.

TO PLAY: Pass out all cards to players. Play starts with the one just left of the dealer. If he has any pairs (two cards that make a compound word), he lays them down. Then player left of him draws a card from his hand. Same procedure goes on around the table until no one can play.

WINNER: Has most pairs (compound words).

LOSER: The one left holding the witch.



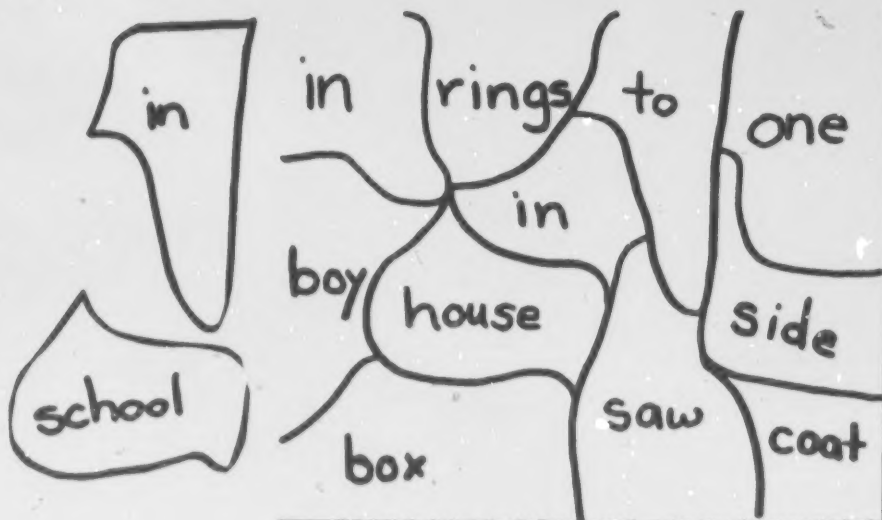
COMPOUND WORD PUZZLE

OBJECTIVE: Recognition of compound words.

TO MAKE: 9" square railroad board plus a second 9" square with a picture pasted on one side. The second square is cut in puzzle pieces and shapes of pieces are drawn on first square. On plain side of puzzle pieces is printed one part of compound word. The other half of the compound word is on matching shape on board.

TO PLAY: Match compound word puzzle pieces to other half of word on board until all pieces are in place.

WINNER: If puzzle pieces are correctly matched, picture will be assembled.



SYLLY TALLY

OBJECTIVE: Learn syllabication

TO MAKE: 48 (or more) cards with assorted words of 1-2-3-4 syllables. Make a spinner (1-2-3-4).

TO PLAY: Shuffle cards and deal out five cards to each player. Player to left of dealer begins play by spinning spinner. He may then lay down any cards in his hand that has same number of syllables as pointer indicates. If he has none, he passes. Play ends as he replaces cards from pile in center of table. Game may be called at any time or when one person can no longer play.

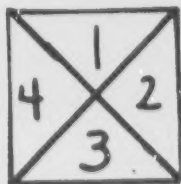
WINNER: Has the most cards laid down at end of game.

Variation: Leader could spin spinner and every one play at once.

ACCENT, ACCENT, WHO'S GOT THE ACCENT?

OBJECTIVE: Learn accent skills.

Played same as Syllly Tally except the pointer indicates which vowel has the accent--1st, 2nd, or 3rd. (Respin if it lands on 4.)



forget

elevator

pupil

sat

cucumber

SYLLABLE RUMMY

OBJECTIVE: Counting number of and recognizing syllable divisions.

TO MAKE: Make 48 cards. On each set of four cards write the same four words in different orders--one word underlined at the top of each list. One word has one syllable, one, two syllables, one, three syllables, and one, four syllables--each showing syllable division.

TO PLAY: Shuffle cards and pass out six cards to each player. Place remaining cards in stack in center of table. Then play like Rummy with object to get complete sets of four before laying down. Draw, play if you can, discard, etc.

WINNER: Player with most sets.

book

in-dex
ap-pen-dix
pub-li-ca-tion

in-dex

book
ap-pen-dix
pub-li-ca-tion

pub-li-ca-tion

in-dex
book
ap-pen-dix

ap-pen-dix

in-dex
book
pub-li-ca-tion

SYLLABICATION

OBJECTIVE: Recognition of syllables.

TO MAKE: Game board of railroad board 8" x 14". Draw two columns. One column is headed "2 syllables" and one, "3 syllables." Make several word cards of two and three syllables.

TO PLAY: Students arrange word cards under correct heading:

WINNER: Could keep score.

2	3
SYLLABLES	

CAN YOU DECIDE WHICH SYLLABLE IS ACCENTED?

OBJECTIVE: Reinforcement of syllable accents.

TO MAKE: Large sheet of railroad board or oaktag. Three pockets made from white envelopes. Set of word or picture cards.

TO PLAY: Player decides which syllable in word is accented and puts in suitable pocket.

Can you decide which
syllable is accented?



ROOT WORD RUMMY

OBJECTIVE: To develop skill in recognizing root words.

TO MAKE: Make four 2 by 4 inch cards for each root word to be practiced, placing a different word at the top of each card. Have at least 48 cards in all.

TO PLAY: Shuffle the cards and deal six to each player. The remaining cards are placed face down in the center of the table. The players sort their cards, placing the same root words together. Any player who holds four cards with the same root words make them into a "book" and lay that book down. The dealer then gives him a card from the pack for each card he laid down. The player to the left of the dealer calls for any of the three words listed below the key word on any card held in his hand. If another player holds the "called" card, he must give the card to the caller.

A player continues to call words as long as he draws a card from another player. When there are no more word cards of the kind he calls, he must draw from the pack and then discard. That ends his turn and the player to his left now gets to play. The object of the game is to complete as many "books" as possible. The game may be terminated at any time.

WINNER: The player with the most "books".

<u>play</u>	<u>plays</u>	<u>played</u>	<u>playing</u>
plays	playing	play	played
playing	played	plays	play
played	play	playing	plays

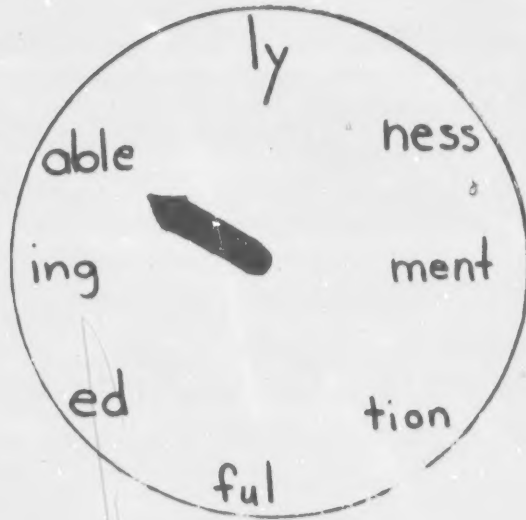
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THE END OF IT

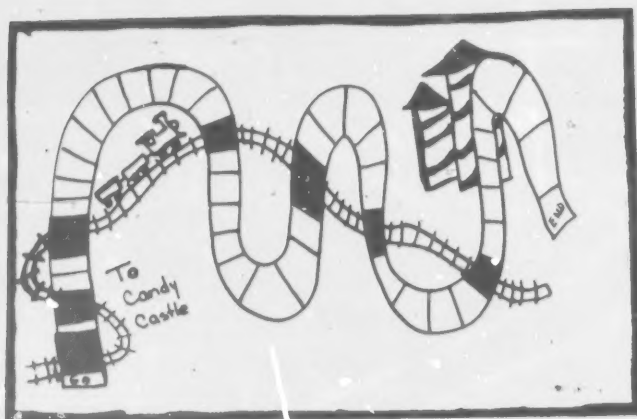
OBJECTIVE: Reinforcement of suffixes.

TO MAKE: Cut 9 inch circle of oak tag. Cut a pointer 4" X 1". Fasten to circle with brass fastener. On edge of circle print several "endings."

TO PLAY: Player spins; then gives a word using that suffix.



All Purpose Games



If player lands on colored square, he takes shortcut on the train to next colored square.



The colored squares have following notes: "You fell in the moat. Go back 1 space!" "A damsel in distress needed help, and you helped. Go ahead 2 spaces." "You fell asleep in a cave. Lose 1 turn." "You rescued a town from the Black Knight. Take another turn."

PICTIONARY PATH

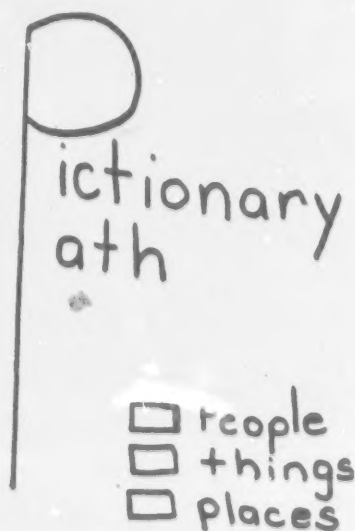
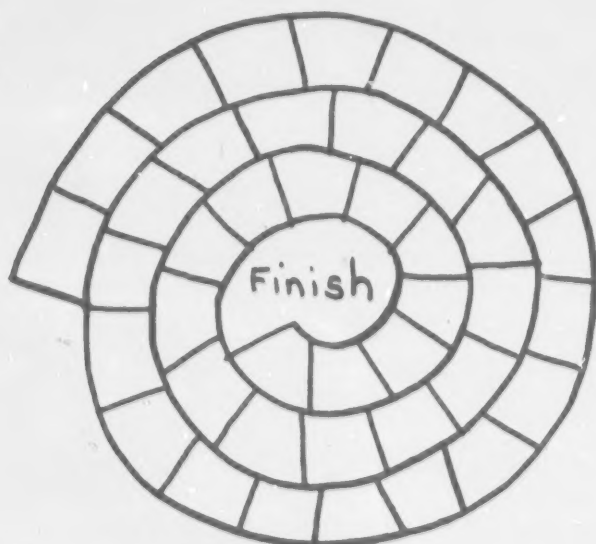
OBJECTIVE: To acquaint child with color code of Pictionary.

TO MAKE: Draw a circular path on oak tag, which is divided into squares colored with water colors or crayons with corresponding colors as coded in Pictionary. Color code is also shown on top of game board. Four to six of each category 2" X 3" cards with appropriate words and/or pictures.

TO PLAY: Each player takes turn drawing card. They check the color code at top of game board to find out what "color" it comes under--then proceed to that color on the trail. For example, a picture of a baby would be listed under People, which is coded green. The last space is made up of all colors.

* Note: In some cases, a thing could also be a place; how many or where could be a helper word. If in doubt, Pictionary is your reference.

WINNER: First player to reach end of trail.



WHICH BELONG TOGETHER?

OBJECTIVE: To put in categories.

TO MAKE: Large sheet of railroad board or oak tag.
Four pockets made from white envelopes. On each pocket is written one of the following: toys, food, animals, people. Set of picture cards that could fall into one of the four categories.

TO PLAY: Student picks up picture card and puts in suitable pocket.

Which Belong Together?

toys

animals

people

food

ALL PURPOSE BINGO

OBJECTIVE: Because the board is blank it can be used for skill review - compound words, basic words, beginning sounds, math answers, etc.

TO MAKE: 9" square divided into nine squares. 2" x 3" cards with skill to be reinforced.

TO PLAY: Arrange skill cards in any order on bingo board. Leader is caller as in Bingo. Paper clips can be used to cover called cards.

WINNER: First to fill card.

mail box

clothes
pin



HORSE RACE

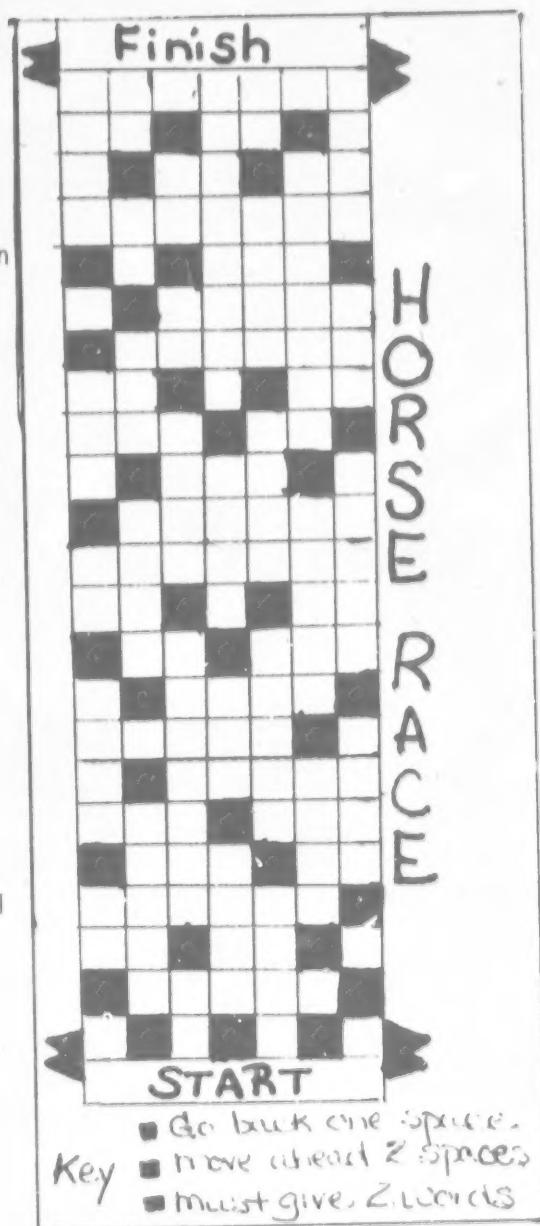
OBJECTIVE: To reinforce skill of your choice.

TO MAKE: Oak tag 18" x 48" (2 pieces 24" long fastened together with tape.) Draw seven tracks, each track is divided in squares. Some squares are colored blue, red, or yellow. Start is at the bottom and finish at top. Key indicates how colored squares are used. Blue: Go back one space. Red: Move ahead two spaces. Yellow: must give two words.

In upper right-hand corner show blue win; red - place; yellow - show.

TO PLAY: Using dice or spinner, proceed toward finish on your own track, using skill you are reinforcing. Follow directions of the key.

WINNER: 1st - Win
2nd - Place
3rd - Show



DIZZY DOUGHNUT

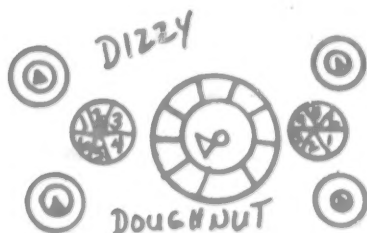
OBJECTIVE: To reinforce skills, such as blends, suffixes, prefixes, math, etc.

TO MAKE: Game mounted on railroad board approximately 16" x 26". In the center is a large doughnut with 12 spaces. One space is marked START (again?); the one just before "DUNK YOUR DOUGHNUT". On either side of doughnut circle are three spinners. Four of these spinners have skills to be reinforced. Two spinners (for easy accessibility) are number spinners (1-6). The skill spinners are also made to resemble doughnuts. Playing pieces are made of circles to resemble doughnuts. Each player has 3 to 5 doughnuts.

Skill spinners could use blends, diphthongs, prefixes, suffixes, vowels, beginning or ending consonants. It could be used for math skills by spinning the two number spinners and adding, subtracting, or multiplying. (Must have correct answer before spinning to proceed on doughnut.)

TO PLAY: Spin first one of the skill spinners (to be determined by leader, or alternate spinners each round.) If player can use the skill correctly in word, he may then spin the number spinner and proceed around DIZZY DOUGHNUT. He may move any of his doughnuts as he desires. His doughnut must get exact count to land on the space marked "Dunk your doughnut" or start around again. The object is to get all "doughnuts dunked." (To dunk, playing piece is put on cup in center of circle.)

WINNER: The first player to get all his doughnuts dunked.



Math Games

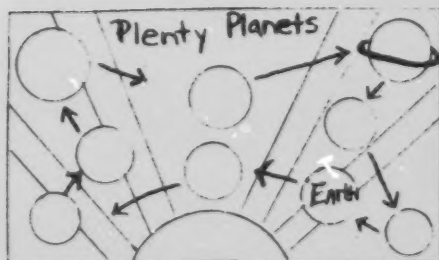
PLENTY PLANETS

OBJECTIVE: To reinforce multiplication skills.

TO MAKE: Oak tag 18" x 24" upon which is drawn and painted with bright watercolors the nine planets and moon surrounding the sun. Each planet has answers as follows: Mars: 9, 81, 21, 72, 54, 28, 18; Mercury: 12, 81, 42, 36, 56, 27; Venus: 72, 24, 63, 9, 27, 28, 42, 16, 48; Jupiter: 18, 27, 12, 32, 48; Uranus: 36, 49, 72, 16, 21, 24, 54; Saturn: 9, 63, 54, 49, 42, 64, 32, 18, 56; Pluto: 16, 63, 48, 21, 81, 56; Neptune: 12, 36, 64, 28, 49, 24; Moon: 9, 36, 49, 64, 81; Earth: 42, 63, 24, 16, 27, 9, 81, 18, 72. You will also need two spinners numbered 1 - 9.

TO PLAY: To determine order of play, spin both spinners and read left to right (6 - 8 would be read 68)... Play begins with first player spinning both spinners and multiplying together. If answer is shown on next planet, he may proceed to that planet. If not, he may not move. He starts from earth and returns to earth.

WINNER: First one back to earth.



CHECKERBOARD SQUARES

OBJECTIVE: Math reinforcement

TO MAKE: Draw a typical checkerboard with playing spaces a light color so that you can write a number on it. On each space is written a number 1 - 12. Make two sets of 12 "square checkers." On each checker is written a number 1 - 12.

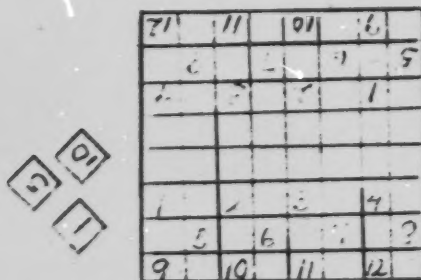
TO PLAY: Object is to eliminate opponent's checkers. Played like checkers with the following exceptions. You may move any direction, but to move forward, you must add correctly the number on your checker plus the space you want to move to. To jump, you add your checker to your opponent's checker plus the space you land on.

To move backwards, you must be able to subtract your checker number from the space you want to move. (No negative numbers, please.) To jump backwards, you add your opponent's checker to the space you want to move to, then proceed only if you can subtract your checker from it.

Kings can move either direction so long as he can add correctly.

WINNER: Eliminate opponents checkers.

Variation... (1) Could be played as "Give-away." (2) Could change to multiplication and/or division.

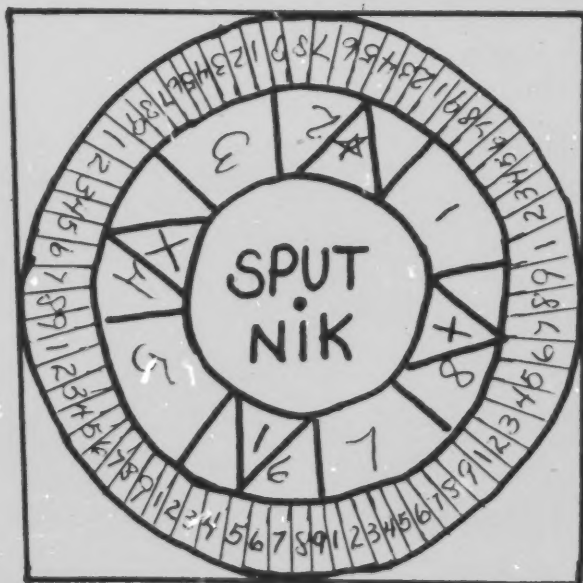


SPUTNIK SPINNER

OBJECTIVE: Review of addition, subtraction and multiplication skills.

TO MAKE: Cut 12-inch square of railroad board. Cut 9 inch circle of oak tag. Draw 6 inch circle in center. Divide both circles into eight sections. Inner circle is marked 1 - 8. Each section of outer circle is divided into nine sections and marked 1 - 9. Cut third 4 inch circle of railroad board with four points long enough to touch outer circle. On each point, put one of the following: + - X and a star. With a large brass fastener, fasten this circle loosely in center of large circle. Then glue large circle to the square so that brass fastener stands high and the small circle spins easily.

TO PLAY: This spinner can be used with a trail game. Player spins and adds, subtracts, or multiplies according to pointer. For example, if pointer X is on inner circle 2 and outer circle 5, problem is $2 \times 5 = 10$. If he gives correct answer, he may go on the trail number of spaces indicated by pointer with the star.



BIG DIPPER

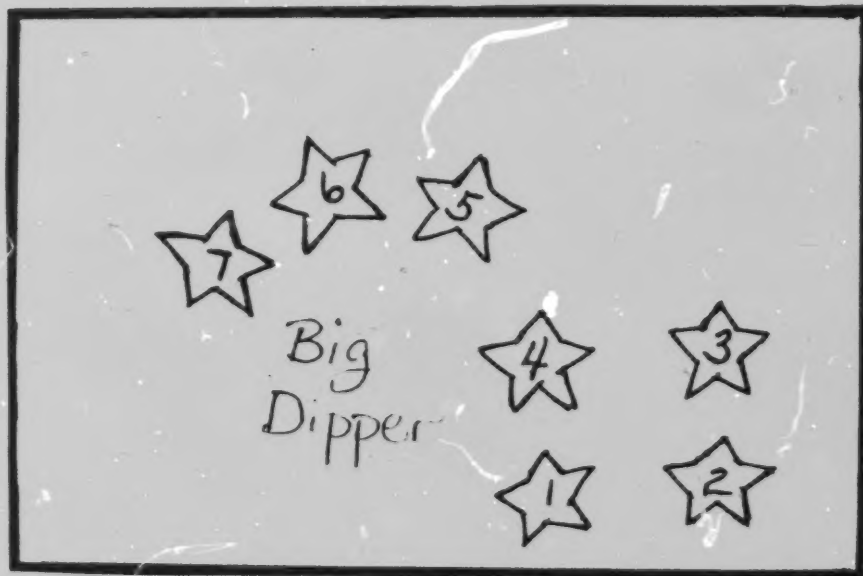
OBJECTIVE: Reinforce addition skills

TO MAKE: Railroad board 14" X 24" upon which are mounted seven white stars in the shape of the "big dipper." Each star is numbered 1 - 7 and number is circled. Possible answers are shown on the points of each star. Star (1): 10, 11, 13, 6, 8, 9, 15; Star (2): 7, 4, 8, 12, 5, 18; Star (3): 11, 7, 9, 4, 15, 12, 16, 17, 6; Star (4): 13, 10, 14, 9, 12, 5; Star (5): 18, 13, 9, 16, 15, 11; Star (6): 8, 14, 18, 15, 10, 17, 6, 9, 5; Star (7): 11, 8, 7, 13, 16, 12, 4. There are two spinners (the sun and the moon) numbered 1 - 9.

TO PLAY: To decide order of play, spin both spinners (the sun being 10's, the moon units), reading 7 (on sun) and 9 (on moon) as 79.

Play begins with first player spinning both spinners and adding together. If answer is on next star, he may move to that star. If not, he does not move.

WINNER: Reached star (7) first.

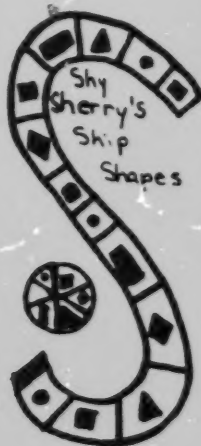


SHY SHERRY'S SHIP SHAPES

OBJECTIVE: Learn to recognize different geometrical shapes irregardless of color (as a pre-runner to letter shapes.)

TO MAKE: Railroad board 14" X 24", upon which is placed an S-shaped trail. On each space of trail is one of the geometrical shapes, but in different colors. A spinner showing the various shapes is mounted on board. Small ships, boats, etc., decorate the board.

TO PLAY: Proceed to space showing same shape (not color necessarily) as indicated by spinner--unless spinner indicates "Skip turn."



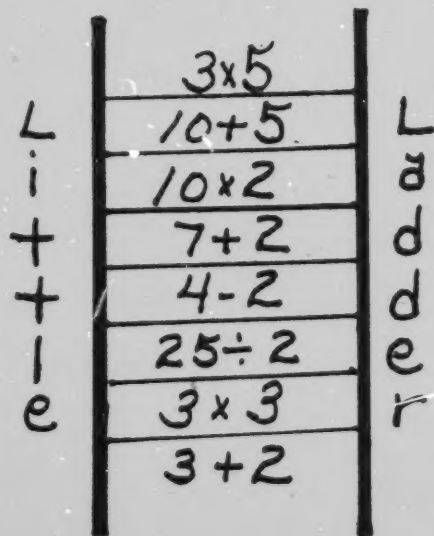
LITTLE LADDER

OBJECTIVE: Reinforce math skills - recognizing the different signs.

TO MAKE: Railroad board 12" x 22" upon which is drawn a large ladder. On each step is a math problem:
 $3 \times 5 =$; $8 + 7 =$; $8 - 0 =$; etc. with several possible ways to get the same answer. In addition, there are several answer cards - four of each possible answer.

TO PLAY: Each player takes turns drawing an answer card. If card shows answer of next step, he moves up step on ladder. If not, he does not move. Each time he moves one step, he may draw another card, etc.

Winner: Reaches top step first.



READING COMPREHENSION SKILLS STATION

PROJECT BASIC

BASIC

This packet of Reading Comprehension Skills Stations, a list of commercial comprehension materials, and ideas for stimulating the application of reading skills was prepared by the following Cedar Rapids professional staff members, under the sponsorship of Project BASIC Reading:

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Jean Schultz

Mary Smith

Mary Snider

Judy Stepp

Kay Sullivan

Belinha Van Slyke

Judy Werts

Jody Whitehead

Sharon Wetherell

● The Right to Read, with understanding -- more and better



READING COMPREHENSION SKILLS CATEGORY

Classification

TEACHER OBJECTIVE

Given a set of pictures, the student will be able to classify them into groups.

STUDENT OBJECTIVE

You will decide in which group each toy belongs.

DIRECTIONS FOR STUDENT

1. Take the cards from the toy box.
2. Think about how you will have to play if mother is going to take a nap.
3. Look at the pictures of toys.
4. Decide which toys you could play with. Put those on the chart. Put the others back in the toy box.
5. Have your work checked.

MATERIALS NEEDED

1. Manila folder
2. Pictures of toys, stored in pocket stapled to folder, and labeled "Toy Box"

NOTE TO TEACHER

Vary the activity to require classification by size, shape, color, function, etc.

TOYS I CAN PLAY WITH



READING COMPREHENSION SKILLS CATEGORY

Classification

TEACHER OBJECTIVE

Given a set of pictures, the student will be able to classify into two groups.

STUDENT OBJECTIVE

You will divide pictures into two groups.

DIRECTIONS FOR STUDENT

1. Take the picture cards from the envelope.
2. Look through the pictures. Decide whether or not the pictures are things you do almost every day.
3. Put the pictures of the things you would do almost every day under the paper clips.
4. Put the other cards back in envelope.
5. Have your work checked.

MATERIALS NEEDED

1. 12 X 18 sheet of oaktag or folder
2. Pictures of various doing words
3. Paper clips

NOTE TO TEACHER

Other types of classifications that could be used by changing the envelope are: 1) things you do at home, 2) things you do at school, 3) things you do outside. Let the children make up their own envelopes using pictures of catalogs, newspapers, and magazines.



READING COMPREHENSION SKILLS CATEGORY

Classification

TEACHER OBJECTIVE

Given a picture (or word) the child can select the correct classification group.

STUDENT OBJECTIVE

You will put each picture or word in its group.

DIRECTIONS FOR STUDENT

1. Put the cards in the right slots.
2. Put the title of each slot on a piece of paper and write the words that are in that slot.
Do all seven slots.
3. Check your work. Hand in your paper.

MATERIALS NEEDED

1. Oaktag
2. Envelope
3. Construction paper
4. Cards
5. Pictures (Picture Dictionary)

NOTE TO TEACHER

Cut out groups of pictures that can be classified together.

Folder

Toys Veg. Farm Weather Fruits Helpers	Animals Directions ~~~~~ ~~~~~ ~~~~~ When done, lift to check your work. CARDS	
--	---	--

READING COMPREHENSION SKILLS CATEGORY

Classification

TEACHER OBJECTIVE

Given a set of pictures, the student will be able to classify into groups.

STUDENT OBJECTIVE

You will put each picture in its group.

DIRECTIONS FOR STUDENT

1. Take the cards from the envelope.
2. Look at each card carefully. Decide which store you would go to to buy that thing.
3. Put the picture in the right store.
4. Have your work checked.

MATERIALS NEEDED

1. Two manila folders
2. Pictures of different items to be bought

NOTE TO TEACHER

This station could also be made out of shoe boxes, or other boxes decorated as stores. The students could help with the boxes or make them themselves.

The names of the stores could be changed by using tape on the signs. (Harry's Hardware, Carrie's Candy Shop) They could then put the correct pictures in the boxes. They could use the phone book to look up different names of stores. This could be extended and the children could make an entire town with streets etc., if this went along with your social studies program.



READING COMPREHENSION SKILLS CATEGORY

Classification

TEACHER OBJECTIVE

Given a set of objects, the child will be able to place each in its proper setting.

STUDENT OBJECTIVE

You will divide the animals into groups and place them where they would be found.

DIRECTIONS FOR STUDENT

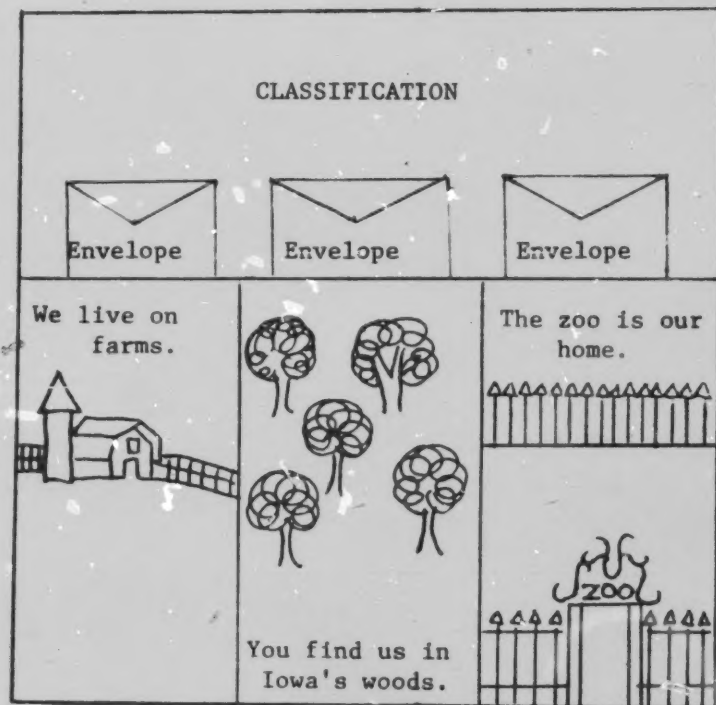
1. Take animals from envelope.
2. As you look at the animals, decide if they would be found on a farm in the Iowa woods, or in a zoo.
3. Put the animals in their proper places.
4. Have your work checked.

MATERIALS NEEDED

1. Oaktag 27 X 12
2. Animals
3. Envelope

NOTE TO TEACHER

Instead of "mini-animals", pictures may be used. Change the station by changing background pictures.



READING COMPREHENSION SKILLS CATEGORY

Classification - Recognizing Stated Details A-1

TEACHER OBJECTIVE

The student will classify phrases and words according to the question it answers—
who, where, when, what, and how.

STUDENT OBJECTIVE

You will match each phrase to the question it answers.

DIRECTIONS FOR STUDENT

1. Place each of the "spoons" in the section with its matching question word.
2. Check the tray with the check sheet in the white envelope.

MATERIALS NEEDED

1. Silverware tray
2. Construction paper, cut to represent spoons
3. Brown envelope for spoons, directions, and answer check sheet
4. Answer check sheet, white envelope

NOTE TO TEACHER

Who	Where	When	What
How			

READING COMPREHENSION SKILLS CATEGORY

Classification

TEACHER OBJECTIVE

The child will be able to identify words and phrases for who, what, when and where.

STUDENT OBJECTIVE

You will decide whether each card you draw during the game tells who, what, when or where.

DIRECTIONS FOR STUDENT

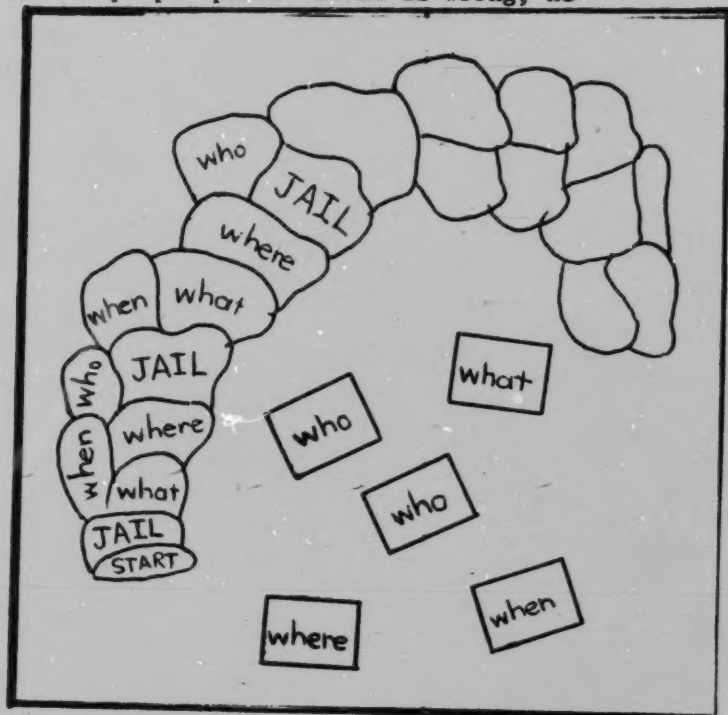
Put your markers on start. First player draws a card, reads it and tells if it is who, what, when, or where. If he is right, he moves ahead to the nearest stone with his word on it and discards it in the proper pile. If he is wrong, he goes backwards to the nearest jail, holds his card, and waits for his next turn. Then he tries again. Players play in rotation. Winner gets to eat his marker.

MATERIALS NEEDED

1. Oaktag
2. Felt tip pens
3. Cards for words and phrases
4. Wrapped hard candy for markers

NOTE TO TEACHER

This game is self-checking by putting the answer on the back of the card. The only thing the children must remember is to put the deck of cards face up. Then after they answer the card, they turn it over and check.



READING COMPREHENSION SKILLS CATEGORY

Literal

TEACHER OBJECTIVE

The child will be able to classify words and phrases in the categories who, what, when, where, and why.

STUDENT OBJECTIVE

You will be able to put each card in its category: who, what, when, where, and why.

DIRECTIONS FOR STUDENT

1. Divide your paper into five columns. Label the columns: who, what, where, when, and why.
2. Take some orange cards.
3. Read each card. Place the card in the correct column.
4. When you are done, copy the words into the right selection on your paper.
5. Hand in your paper.

MATERIALS NEEDED

1. Envelope
2. Paper clips
3. Colored cardboard, two colors
 - a. Write category words (who, what, etc.) on one color oaktag.
 - b. Write words to be categorized on cards of another color (or make a master and run on construction paper)
4. See cards on attached sheet.

NOTE TO TEACHER

Pocket charts or "paper clip" charts work well for placing the cards in the right category.



a tiny bug	once upon a time	hopped
last week	in the garden	baked a pie
at the circus	for his family	found a penny
sang a song	Sally's baby	a little boy
because he is so small	danced a jig	because he was happy
a horse	since he is smart	since he was outside
this morning	to find a little worm	at the fair
a tall mountain	last Saturday	on the street
-11704-		
8.1		

because he is the champion	since it rained	to make more money
Farmer Jones	today	ran a race
in his mouth	a pretty bird	for he was hungry
one day	at one o'clock	put his thumb
Grandmother	the doctor	on the table
some peanuts	in the oven	because Sue wanted one
before breakfast	because he likes them	in the mud
in his office	found a worm	under the porch

1171

READING COMPREHENSION SKILLS CATEGORY

Classifying - Fact or Opinion

TEACHER OBJECTIVE

The student will distinguish between fact and opinion.

STUDENT OBJECTIVE

You will decide whether a statement is a fact or an opinion.

DIRECTIONS FOR STUDENT

1. Take out the newspaper advertisements.
2. Decide if the underlined part is a fact or an opinion.
3. Place it in the correct pocket.
4. When you are finished, turn over the ads in each pocket to check.

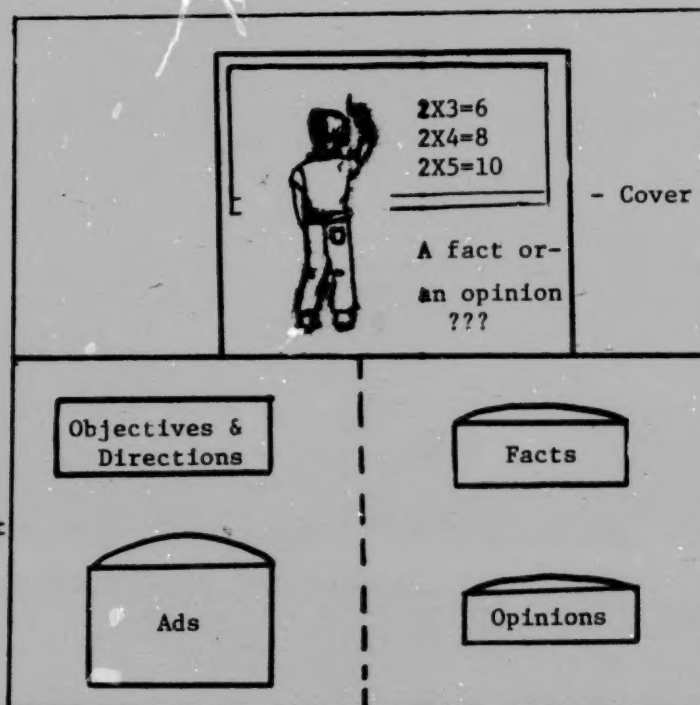
MATERIALS NEEDED

1. Manilla folder
2. Newspaper ads, laminated
3. Three envelopes for pockets
4. Directions

NOTE TO TEACHER

Underline the part of the ad the student is to evaluate in red.

Place either an "F" or an "O" on the back of each ad for checking purposes.



READING COMPREHENSION SKILLS CATEGORY

Classification

TEACHER OBJECTIVE

The student will classify word cards distinguishing between city, state, country, and continent.

STUDENT OBJECTIVE

You will classify each card, or put it into the correct group.

DIRECTIONS FOR STUDENT

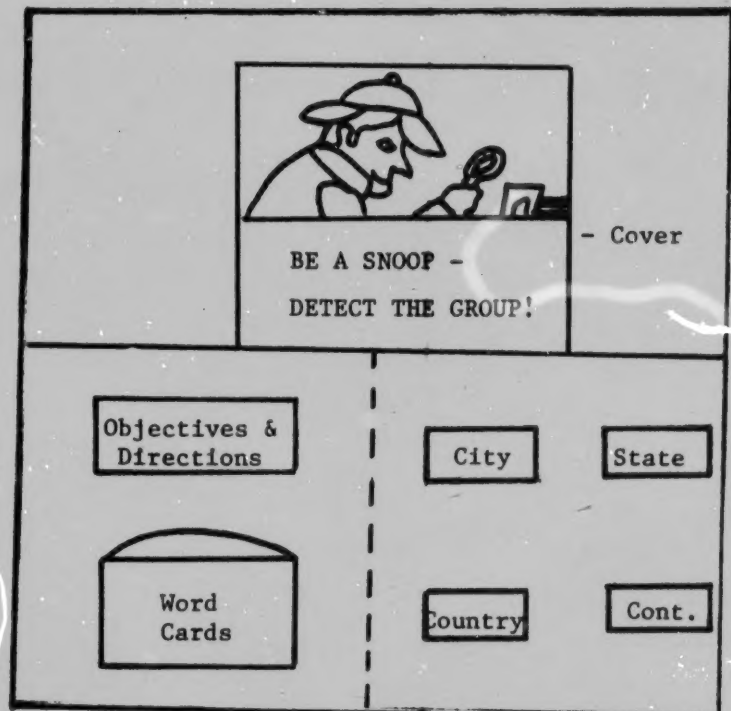
1. Take out all of the word cards.
2. Put each card into the correct envelope.
3. Check your answers with the check sheet.
in the envelope on the back of the folder.
4. You may use the atlas for reference.

MATERIALS NEEDED

1. Manila folder
2. Word cards
3. Direction sheet
4. Four envelopes for categories
5. Envelope for word card storage
6. Envelope and check sheet, put on the back of the folder
7. MY FIRST WORD ATLAS, Hammond

NOTE TO TEACHER

Good cartoon figure of detective in INSTRUCTOR, January 1974



READING COMPREHENSION SKILLS CATEGORY

Literal - translation

TEACHER OBJECTIVE

The student will select a word which fits in a given context.

STUDENT OBJECTIVE

You will write in the missing word in each definition.

DIRECTIONS FOR STUDENT

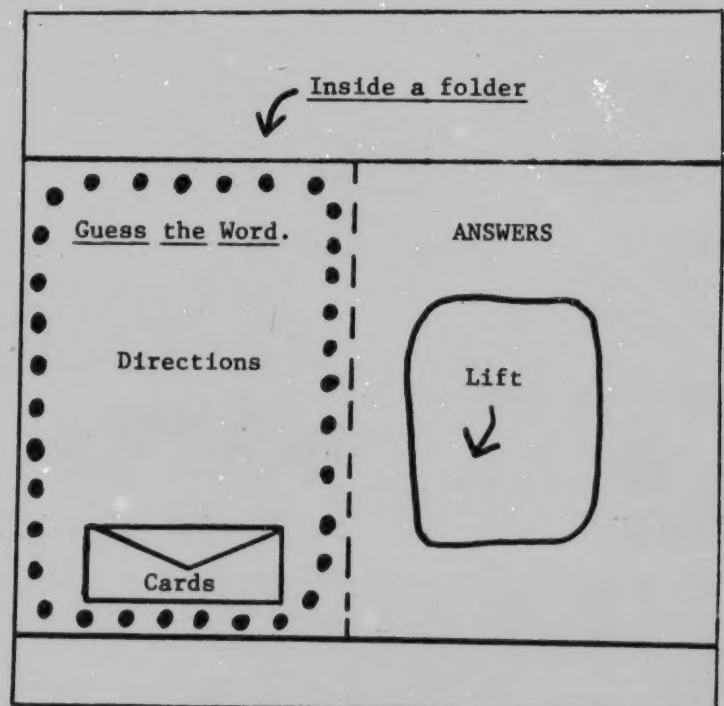
1. Number your paper from 1 to 24
2. Pull out a card. What word has been blacked out?
3. Write it down with the matching number on your paper
4. Check your answers.

MATERIALS NEEDED

1. Envelope
2. Hard cardboard
3. Construction paper
4. 24 cards

NOTE TO TEACHER

Use a dictionary at level of student.
 Cut out definition - use black crayon
 to blacken out the word being defined.



READING COMPREHENSION SKILLS CATEGORY

Synonyms - Translating details A-2

TEACHER OBJECTIVE

The student will identify synonyms using his reading vocabulary.

STUDENT OBJECTIVE

You will match words from your reading vocabulary that are synonyms, or words that have the same meaning.

DIRECTIONS FOR STUDENT

1. Take out the word cards.
2. Match each word to its synonym.
3. Record your pairs on a sheet of paper.
4. Write a sentence using one word of each pair. Make the meaning of the word clear.
5. Turn your paper in to the teacher.

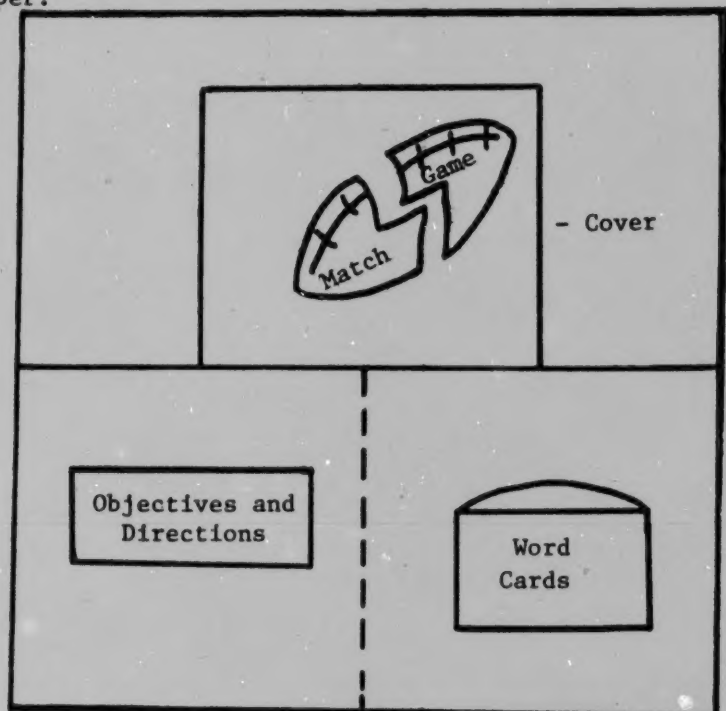
MATERIALS NEEDED

1. Manila folder
2. Colored oaktag cut into football shapes
3. Direction sheet
4. Envelope for word cards
5. Magic Marker

NOTE TO TEACHER

Cut football shapes in a jagged way. Put the word and the synonym on the matching parts.

By using the reading vocabulary, you can make a separate folder station for each reading group.



READING COMPREHENSION SKILLS CATEGORY

Antonyms - Translating details A-2

TEACHER OBJECTIVE

The student will match antonyms.

STUDENT OBJECTIVE

You will match antonyms, or opposites.

DIRECTIONS FOR STUDENT

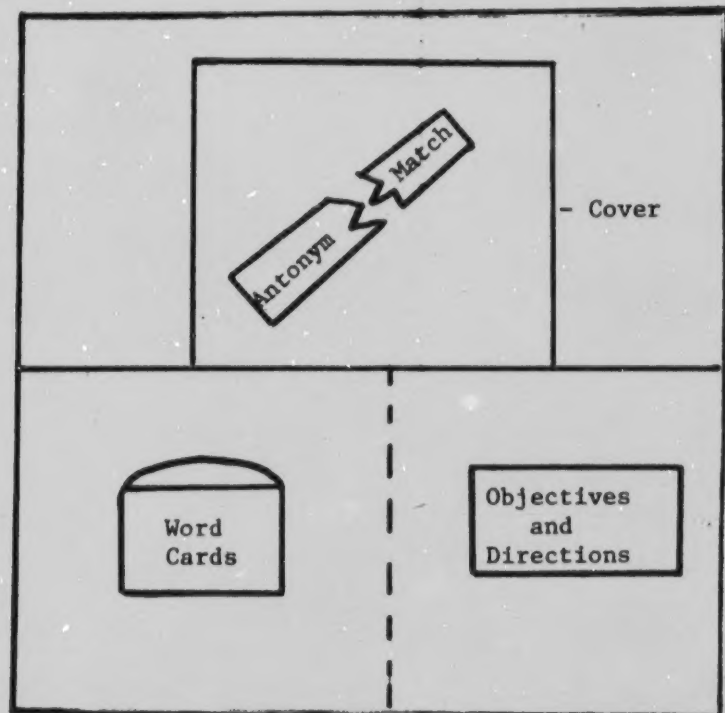
1. Take out the word cards. Match each word with its opposite, or antonym.
2. Record your pairs on a sheet of paper.
3. Turn in your list to the teacher.

MATERIALS NEEDED

1. Manila folder
2. Direction sheet
3. Envelope for word cards
4. Colored oaktag cut in rectangles
5. Magic Marker

NOTE TO TEACHER

Cut each rectangle into two jagged parts. Put word and antonym on the matching parts. Works well to use reading vocabulary words and make a folder station for each reading group. You could also put a sentence on each part instead of a word.



READING COMPREHENSION SKILLS CATEGORY

Homonyms

TEACHER OBJECTIVE

The child will learn what a homonym is and how to use homonyms.

STUDENT OBJECTIVE

1. You will match each word with its homonym.
2. You will find and underline the homonyms in each pair of sentences.
3. You will pick out the incorrect word in each sentence and rewrite the sentence using the homonym of the incorrect word.
4. You will write a sentence using each homonym in the given pairs.

DIRECTIONS FOR STUDENT

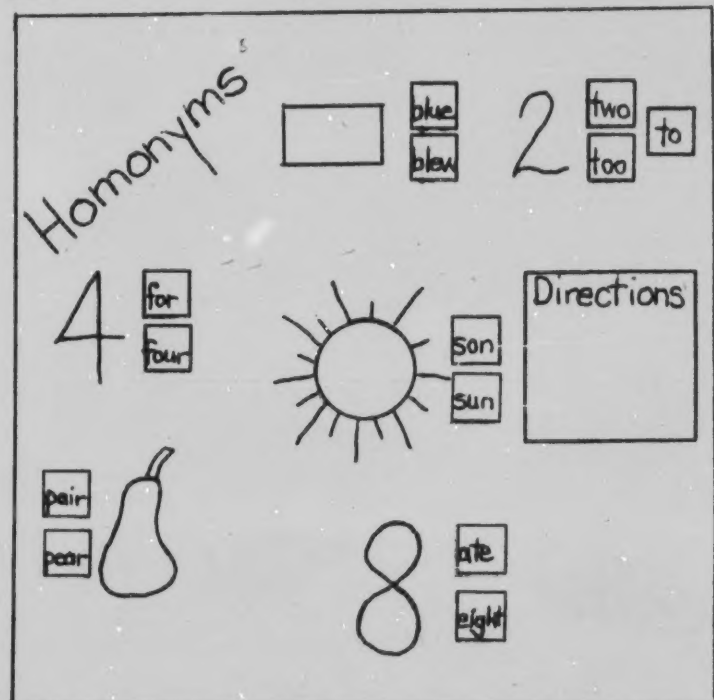
Words that sound alike, but mean different things and are usually spelled in different ways are called homonyms. This center will help you learn about homonyms. Look at the pictures in this center. They will help you with the work.

1. Everyone can do Parts I and II.
2. If you are smarter, you can do Part III.
3. If you are even smarter, you can do Part IV.

MATERIALS NEEDED

1. Pencil
2. Three-page ditto worksheet
3. Display board for homonyms

NOTE TO TEACHER



NAME: _____ CENTER NUMBER _____

Words that sound alike, but mean different things and are usually spelled in different ways are called HOMONYMS.

Here is an example:

I can see with my eyes.

The boat was out at sea.

I. Match the homonyms in Column A to Column B.

A	B
1. sea	male
2. our	pare
3. night	red
4. won	hour
5. four	I
6. too	see
7. pair	wood
8. eye	one
9. would	no
10. read	two
11. know	for
12. mail	knight

II. Underline the homonyms in these sentences.

1. He is my dear friend.
2. The hunter shot the deer.
3. I would like some candy.
4. What is the sum of these numbers?
5. Helen went to the park.
6. There are two cookies on the plate.
7. I saw eight ducks.
8. They ate dinner in a restaurant.
9. The sun is shining brightly.
10. It is a father and son game.

11. The bee stung the boys.
12. Will you be my friend?
13. Where did you buy that coat?
14. Martin went by the window.
15. It is wrong to steal.
16. The nails were made of steel.
17. Turn right at the corner.
18. We write with a pencil.
19. Sue had a roll for dinner.
20. What role do you play in the Christmas show?

III. In each of the sentences, one of the words is wrong. Write the sentences over putting in the correct homonyms.

1. The man's sun is my friend.

2. The rode is very long.

3. Our class one the game.

4. Did you sea Henry yesterday?

5. Ellen did not no the answer.

6. It is an our until dinner.

7. He new the answer to the question.

8. They went two the playground.

9. She had on a blew dress.

10. They eight dinner at Grandmother's house.

IV. Use these homonyms in sentences.

A. blew - blue

1. _____
2. _____

B. here - hear

1. _____
2. _____

C. tail - tale

1. _____
2. _____

D. whole - hole

1. _____
2. _____

E. son - sun

1. _____
2. _____

F. two - to

1. _____
2. _____

G. bee - be

1. _____
2. _____

H. eye - I

1. _____
2. _____

READING COMPREHENSION SKILLS CATEGORY

Homonyms

TEACHER OBJECTIVE

The student will identify homonyms and their meanings.

STUDENT OBJECTIVE

You will match homonyms and give their meanings.

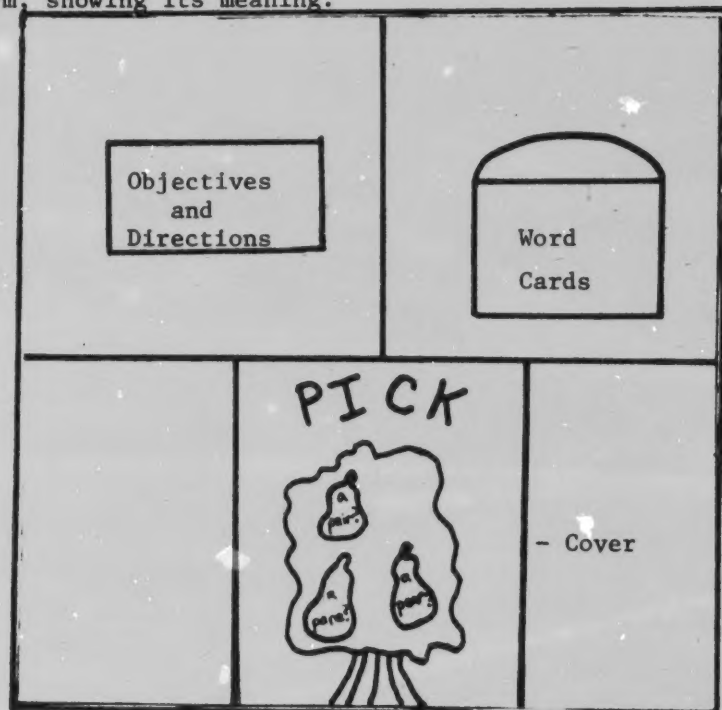
DIRECTIONS FOR STUDENT

1. Take out the "pears". (You may not eat them!)
2. Match the homonym pairs.
3. Write a sentence using each homonym, showing its meaning.
4. You can check by turning over the pears and matching the number on the back.
5. Turn the sentences into the teacher.

MATERIALS NEEDED

1. Manila folder
2. Brown and green construction paper
3. Yellow oaktag, cut in the shape of pears

NOTE TO TEACHER



READING COMPREHENSION SKILLS CATEGORY

Synonyms

TEACHER OBJECTIVE

The child will learn what a synonym is and how to use synonyms.

STUDENT OBJECTIVE

1. You will find and underline the synonyms in each pair of sentences.
2. You will match each word with its synonym.
3. You will write a synonym for each word in a given list.
4. You will choose from a list of words the synonym for the underlined word in each sentence.

DIRECTIONS FOR STUDENT

(These directions are written on the center.)

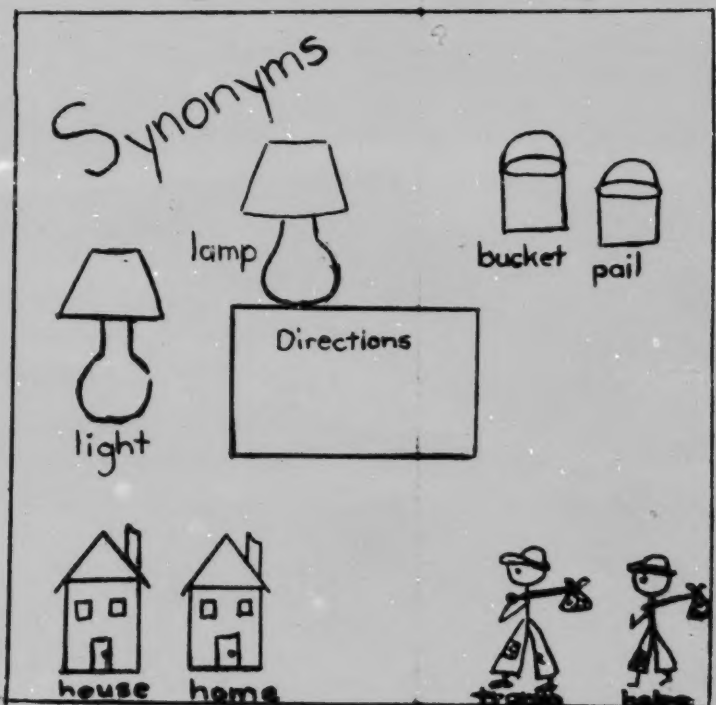
Words with the same meaning are called synonyms. Look at this center and let the pictures help you.

1. Everyone can do Part I.
2. If you are smart, you can do Part II.
3. If you are even smarter, you will be able to do Part III.

MATERIALS NEEDED

1. Pencil
2. Three-page ditto worksheet
3. Display board with illustrations of synonyms

NOTE TO TEACHER



PART 1.

Words with the same meaning are called SYNONYMS.

I have a bucket of water.

I have a pail of water.

Directions: Underline the synonyms in each pair of sentences. Use the example above to help you.

1. The pet shop is on the corner.
2. The pet store is on the corner.

3. We have a dog at our house.
4. We have a dog at our home.

5. We went for a ride in the car.
6. We went for a ride in the automobile.

7. This candy cost one cent.
8. This candy cost one penny.

9. Don't shout at your friends.
10. Don't yell at your friends.

11. We had a little cup of juice.
12. We had a small cup of juice.

13. I will talk to you.
14. I will speak to you.

15. This is the end of the story.
16. This is the finish of the story.

17. The answer is right.
18. The answer is correct.

19. Do you have a present for me?
20. Do you have a gift for me?

PART II. Match these synonyms by drawing a line from each word in Column A to a word with the same meaning in Column B.

A	B
1. price	boat
2. happy	city
3. town	right
4. sack	end
5. bunny	begin
6. correct	tall
7. high	too
8. start	cost
9. ship	rabbit
10. pal	glad
11. also	friend
12. finish	bag

Words with meanings almost the same are called _____.

Write the synonyms for these words.

1. cap _____
2. home _____
3. dish _____
4. carpet _____
5. woman _____
6. quick _____
7. nasty _____
8. hobo _____
9. smack _____
10. lamp _____

PART III.

Directions: Find a new word that means the same as the underlined word.
Put the letter of that word in front of the sentence.

- | | | |
|----------------|----------|--|
| a. recall | 1. _____ | Did you <u>see</u> the new television? |
| b. notice | 2. _____ | I don't <u>remember</u> your name. |
| c. journal | 3. _____ | He will <u>construct</u> a new house. |
| d. lovely | 4. _____ | The report was <u>untrue</u> . |
| e. false | 5. _____ | Bring us the books <u>now</u> . |
| f. immediately | 6. _____ | Al was reading the <u>magazine</u> . |
| g. build | 7. _____ | Sue's new dress is <u>pretty</u> . |
-

- | | | |
|---------------|----------|--|
| a. frequently | 1. _____ | Who are the <u>people</u> in the play? |
| b. mind | 2. _____ | She keeps her room <u>neat</u> . |
| c. characters | 3. _____ | Would you <u>object</u> if I sang? |
| d. author | 4. _____ | What is that <u>odd</u> smell? |
| e. apparel | 5. _____ | Who is the <u>writer</u> of your book? |
| f. peculiar | 6. _____ | We have parties <u>often</u> . |
| g. tidy | 7. _____ | What <u>clothing</u> will you wear? |
-

- | | | |
|--------------|----------|--|
| a. rapidly | 1. _____ | What time does the meeting <u>begin</u> ? |
| b. prepared | 2. _____ | He finished his dinner <u>quickly</u> . |
| c. soiled | 3. _____ | The story was <u>funny</u> . |
| d. stay | 4. _____ | Are you <u>ready</u> to go home? |
| e. flower | 5. _____ | The bed spread was <u>dirty</u> . |
| f. hilarious | 6. _____ | You will have to <u>remain</u> after school. |
| g. commence | 7. _____ | My favorite <u>blossom</u> is a rose. |

READING COMPREHENSION SKILLS CATEGORY

Synonyms

TEACHER OBJECTIVE

Students will be able to apply their knowledge and understanding of synonyms.

STUDENT OBJECTIVE

You will be able to give a synonym for each common vocabulary word.

DIRECTIONS FOR STUDENT

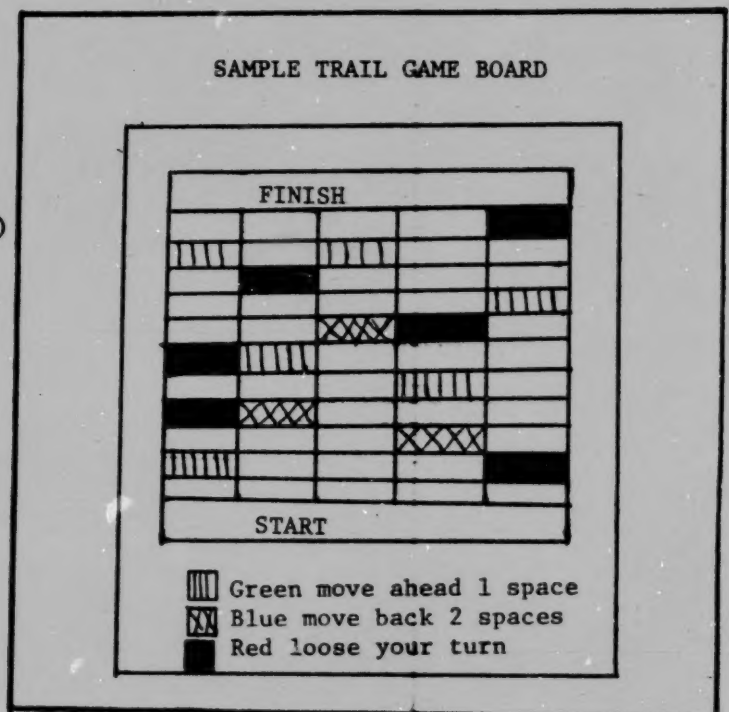
1. Each player rolls the die. Player with low number starts.
2. In turn, draw a card. Read the word. Give a synonym (word that has the same meaning).
3. If you're not sure you all agree that the synonym is right, write the two words down. Check it out when the teacher has time.

MATERIALS NEEDED

1. Trial game board (see illustration)
2. 1 marker for each player
3. 1 die
4. Stack of playing cards-words that have synonyms!

NOTE TO TEACHER

You may have students make their own playing cards.



READING COMPREHENSION SKILLS CATEGORY

Literal - translation (vocabulary development)

TEACHER OBJECTIVE

Given a word, the child can select a synonym.

STUDENT OBJECTIVE

You will match word cards to their synonyms on the game board.

DIRECTIONS FOR STUDENT

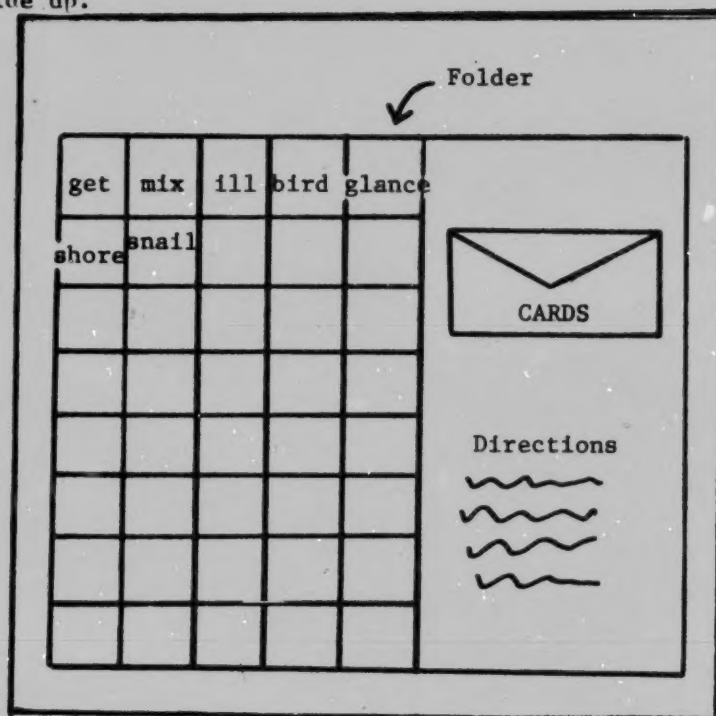
1. Look at the words on the cards.
2. Match the word on the card with a pink or green card that means about the same thing.
3. Put the cards down with the word side up.
4. When all the squares are covered, flip all the cards over.
5. If you are right, you'll have a picture.

MATERIALS NEEDED

1. Construction paper
2. Envelope
3. Hard cardboard
4. Picture from a magazine to paste on the back of the construction paper before you cut it into small cards

NOTE TO TEACHER

The children match words (blaze-fire.)
Great for vocabulary development.



READING COMPREHENSION SKILLS CATEGORY

Synonyms

TEACHER OBJECTIVE

The student will demonstrate that he knows what synonyms are by matching synonyms.

STUDENT OBJECTIVE

You will be able to match words that are synonyms.

DIRECTIONS FOR STUDENT

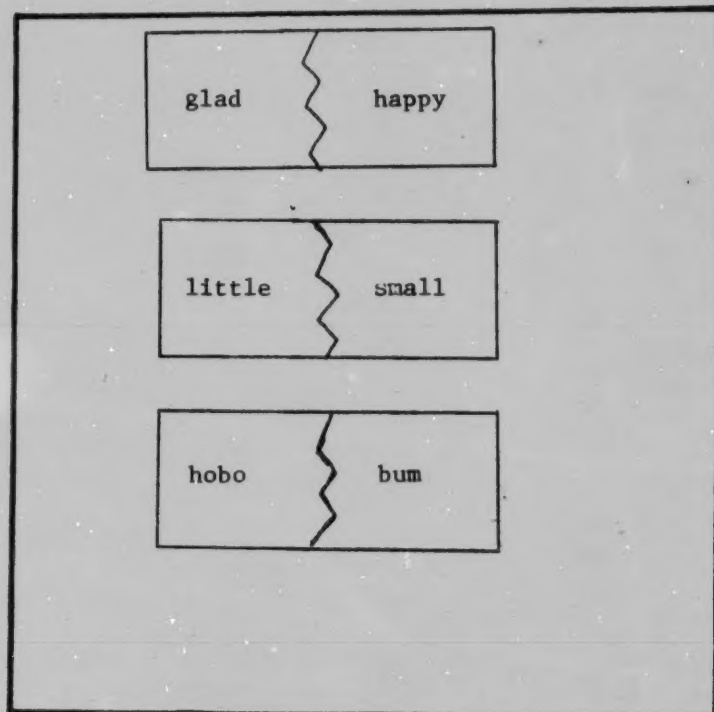
1. Take the puzzle pieces out of the envelope.
2. Place them with the words up.
3. Match the words that have like meanings.
4. If you are correct your puzzle pieces will fit together.

MATERIALS NEEDED

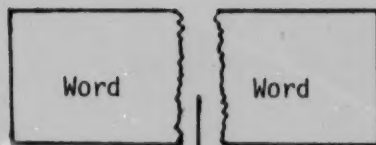
1. List of synonyms - see next page for sample list. Adjust to the level of the students
2. Puzzle pieces with words that are synonyms - all pairs cut differently

NOTE TO TEACHER

Use this and game on page as follow up after packet
May also tie in Troll FSC -
Working with Words "Synonyms and
Antonyms" for introduction



Synonym Puzzles



Each set cut to fit together

cattle/cows

library/IMC

gentle/tame

plain/simple

sea/ocean

chuckle/laugh

class/group

prize/reward

rear/back

mix/stir

heart/valentine

whiskers/beard

boy/fellow

dad/father

shop/store

mother/mom

dust/dirt

jacket/coat

cloth/fabric

sack/bag

gay/happy

dinner/supper

sob/cry

snip/cut

trousers/pants

rip/tear

sick/ill

whole/total

finished/done

boat/ship

giggle/laugh

beach/shore

READING COMPREHENSION SKILLS CATEGORY

Multiple meanings of words.

TEACHER OBJECTIVE

Given a definition for a word which has multiple meanings, the student will be able to select which of two sentences uses the word as defined.

STUDENT OBJECTIVE

Some words have more than one meaning. You will be able to decide which sentence uses the word with a given definition.

DIRECTIONS FOR STUDENT

1. Place cards face up. Draw a card and read aloud what the card says.
2. Tell which sentence uses this meaning of the word.
3. To check your answer, turn the card over and also move the number of spaces it tells you to.
4. First one to the end wins.

MATERIALS NEEDED

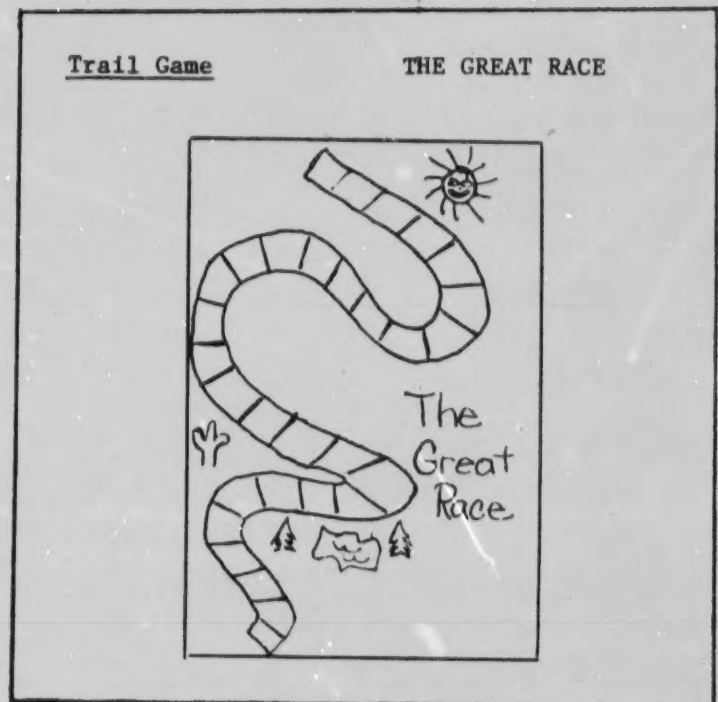
1. Trail board (You may use the end of the window shade they cut off at stores.)
2. Markers
3. Stack of cards

EXAMPLE OF CARD

<u>run</u> - to move quickly 1. The boy can <u>run</u> . 2. I have a <u>run</u> in my stocking	front ← of card
1 (answer) Move 3 spaces	back ← of card

NOTE TO TEACHER

You can make many different stacks of cards for the same trail. Remember, the answer is on the back of the card, so the stack is placed face up.



READING COMPREHENSION SKILLS CATEGORY

Using context

TEACHER OBJECTIVE

The student will use the context of a poem to supply a missing rhyming word.

STUDENT OBJECTIVE

You will supply the missing rhyming word in each poem.

DIRECTIONS FOR STUDENT

1. Read each poem carefully.
2. Find the missing words and fit them into the proper slots.
3. Reread the poem.
4. Copy down your favorite one and illustrate it.

MATERIALS NEEDED

1. Oaktag
2. Felt tip pen
3. Small oaktag cards
4. Poetry book
5. Razor blade
6. Crayons and paper and pencil

NOTE TO TEACHER

CELERY

Celery, raw,
Develops the jaw,
But celery stewed,
Is more quietly ____.

Ogden Nash

READING COMPREHENSION SKILLS CATEGORY

Use of context

TEACHER OBJECTIVE

Given a definition from which the word being defined has been deleted, the student will supply the missing word.

STUDENT OBJECTIVE

You will write down the word that is missing from each definition.

DIRECTIONS FOR STUDENT

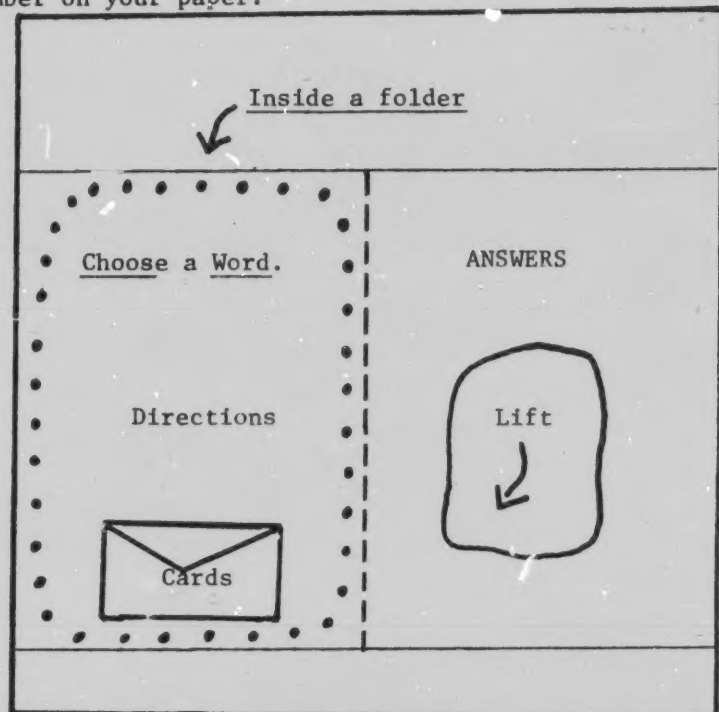
1. Number your paper from 1 to 24.
2. Pull out a card. What word has been blacked out?
3. Write it down with the matching number on your paper.
4. Check your answers. (Make sure the word makes sense!)

MATERIALS NEEDED

1. Envelope
2. Hard cardboard
3. Construction paper
4. 24 cards

NOTE TO TEACHER

Use a dictionary at level of student.
Cut out definition - use black crayon to blacken out the word being defined.



READING COMPREHENSION SKILLS CATEGORY

Scrutiny-Context

Picture Clues

TEACHER OBJECTIVE

Given a paragraph or short story containing false or extraneous information, the student will identify the misleading material.

STUDENT OBJECTIVE

You will find the part in each paragraph or short story that doesn't fit in.

DIRECTIONS FOR STUDENT

Read each paragraph, look at each picture closely, and copy down the sentence that is incorrect. Be sure to tell who is talking.

MATERIALS NEEDED

1. Oaktag
2. Pictures
3. Glue
4. Felt tip pen
5. Paper and pencil for the child

NOTE TO TEACHER



GRUMPY! GRUMPY!

Everybody always makes me do all the dirty work. That makes me very happy. I think I'll run away.

READING COMPREHENSION SKILLS CATEGORY

Level may vary from literal to inferential, depending on the selected paragraphs and accompanying questions.

TEACHER OBJECTIVE

Given a paragraph, the student will answer literal and inferential questions.

STUDENT OBJECTIVE

You will answer the questions asked about each paragraph. Some of the questions will be answered directly in the paragraph, but you must draw inferences to answer others

DIRECTIONS FOR STUDENT

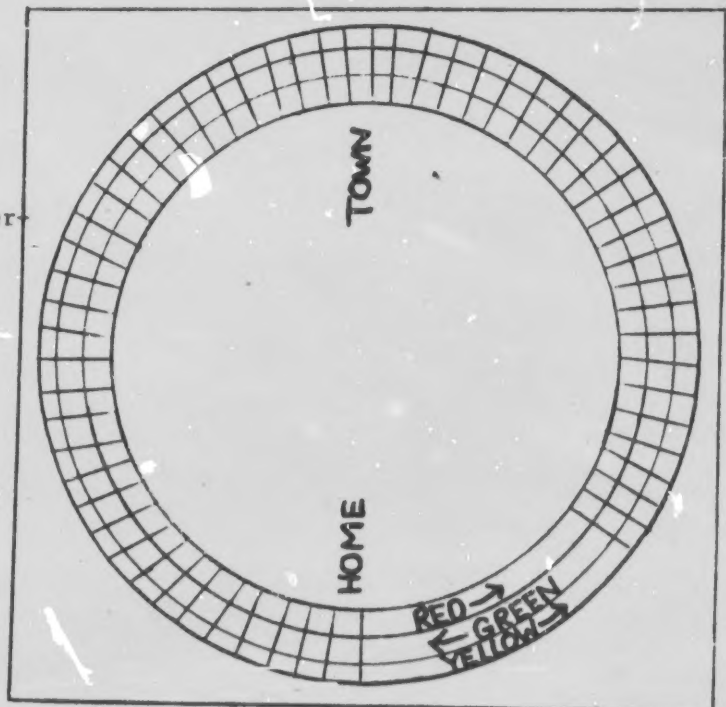
Put track together with the home opposite the town. Place cards face up. Read the top card aloud and give the correct answer. Check your answer by looking on the back of the card. If the colors match, you are correct. This also tells you how many spaces you can move on the track. You must follow the arrows on the track, so sometimes you have to go backwards. If the answer is in red, you move on the red track. If it is written in green, you move on the green track.

MATERIALS NEEDED

1. Oaktag for track (may be mounted on heavy cardboard and made in interlocking pieces for easy storage. For permanency, use Masonite for the tracks.)
2. Paint or Magic marker for the three tracks.
3. Word cards

NOTE TO TEACHER

Paragraphs may be cut from workbooks, or such sources as Barnell-Loft's Using the Context.



READING COMPREHENSION SKILLS CATEGORY

Cause and Effect. Recognizing stated details A-1

TEACHER OBJECTIVE

The student will identify each of a pair of phrases from a sentence as a cause or an effect.

STUDENT OBJECTIVE

You will tell whether a phrase is a cause or an effect.

DIRECTIONS FOR STUDENT

1. Take out the sentence strips.
2. Arrange the strips in pairs to make a sensible sentence.
3. Decide whether each part is a cause or an effect.
4. Make a list on your paper as shown below and list each cause and effect.
5. You may correct by turning over each strip of the sentence.
6. Turn your paper into the teacher.

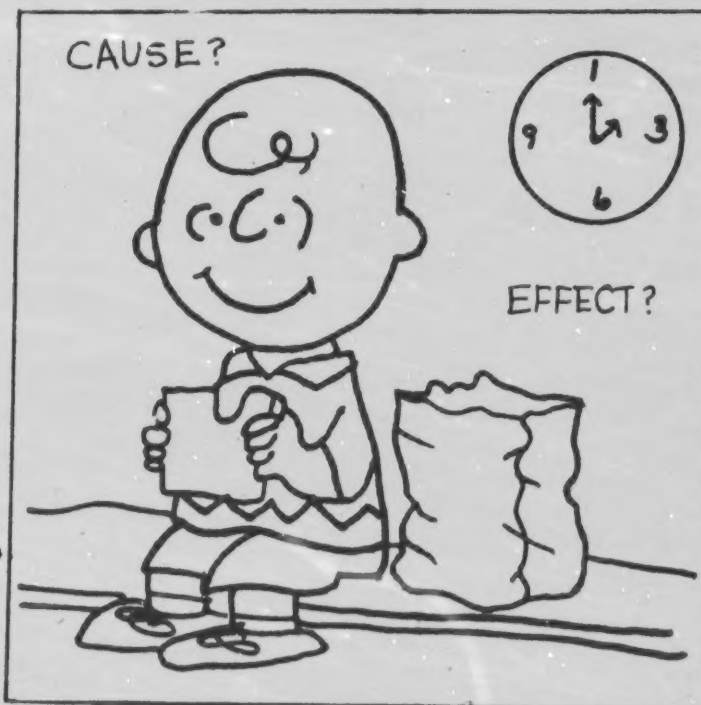
MATERIALS NEEDED

1. Large brown envelope
2. Smaller envelope containing the directions
3. Sentence strips written on colored oaktag
4. Magic marker

NOTE TO TEACHER

Sample sentences can be found in Croft Comprehension Manual-post workshop V, p4

All directions and sentence strips can be placed inside large envelope.



Everything seemed to go wrong

and so Susie was feeling sad

He stumbled on the step

and broke his toe

The girl was dripping wet

because she walked to school

A big package arrived in the mail

and so Dick was very excited

Mary hadn't listened in class

and so she was worried about the test

Janice didn't water her plants

and they began to wilt

The chair tipped over

when the leg broke

The boat sank

when the leak got bigger

READING COMPREHENSION SKILLS CATEGORY

Comprehending phrase and sentence meaning. (The skill also requires the child to fill in a rhyming word.)

TEACHER OBJECTIVE

1. The child will substitute an initial letter to form a new rhyming word and complete a meaningful rhyming sentence.
2. The child will demonstrate comprehension of the sentence by drawing a picture.

STUDENT OBJECTIVE

1. You will use a rhyming word to fill in the blank in each sentence.
2. You will show you understand each sentence by drawing a picture of it.

DIRECTIONS FOR STUDENT

1. Draw a pickle from the pickle barrel.
2. Write the sentence in your book.
3. Fill in the blank with a rhyming word to make a meaningful sentence.
4. Illustrate the sentence.
5. Do eight sentences.
6. Hand your book in when it is finished.

MATERIALS NEEDED

- | | | |
|--------------------------|-----|--------------------------------|
| 1. Big jar | } → | Make an
eight-
page book |
| 2. Construction paper | | |
| 3. Story paper | | |
| 4. Sentences for the jar | | |

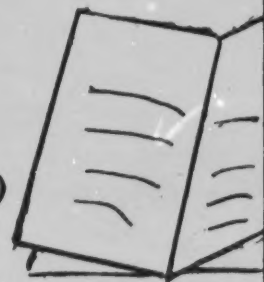
NOTE TO TEACHER

Make sentences on green construction paper the shape of pickles.

Post the instructions or staple them in each book.

EXAMPLES:

1. The big black cat was told to (scat).
2. The merry king was asked to (sing).
3. That mean old cat just caught a (rat).



READING COMPREHENSION SKILLS CATEGORY

Sentence meaning

TEACHER OBJECTIVE

Given a group of meaningful sentences and nonsense sentences, the student will select only those sentences which made sense.

STUDENT OBJECTIVE

You will be able to pick out the sentences which make sense.

DIRECTIONS FOR STUDENT

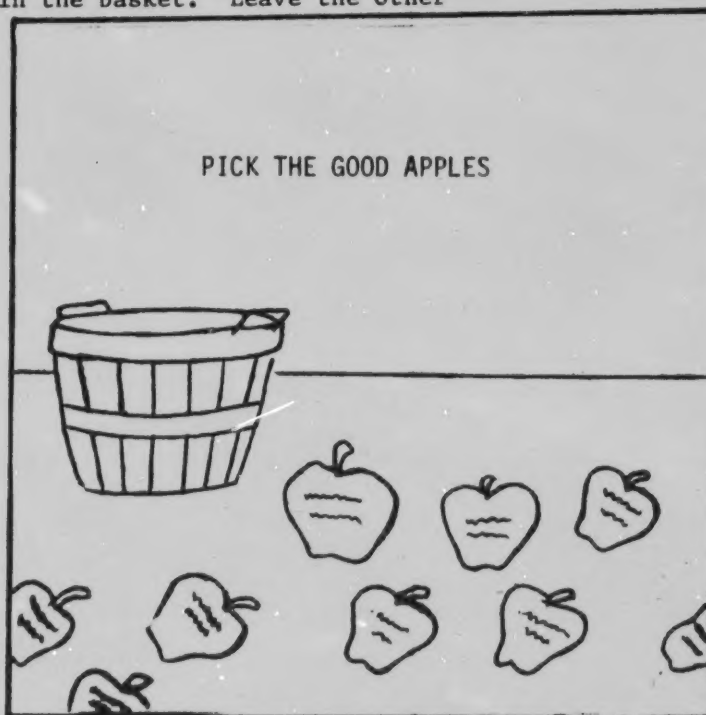
1. Pick up an apple.
2. Read the sentence.
3. If sentence is true, put the apple in the basket. Leave the other apples on the table.

MATERIALS NEEDED

1. Basket
2. Construction paper

NOTE TO TEACHER

The teacher should convey the idea that the child is to pick up only the good apples (exp. - the ones with true sentences) and put them in the basket.



Other uses:

1. Pick the apples that have a complete sentence on them.
2. Pick the apples that have the sentences punctuated correctly.

READING COMPREHENSION SKILLS CATEGORY

Sequence

TEACHER OBJECTIVE

Given a story that has been divided into small parts, the child will be able to read it and reassemble it in the proper order.

STUDENT OBJECTIVE

You will put the parts of each story in order.

DIRECTIONS FOR STUDENT

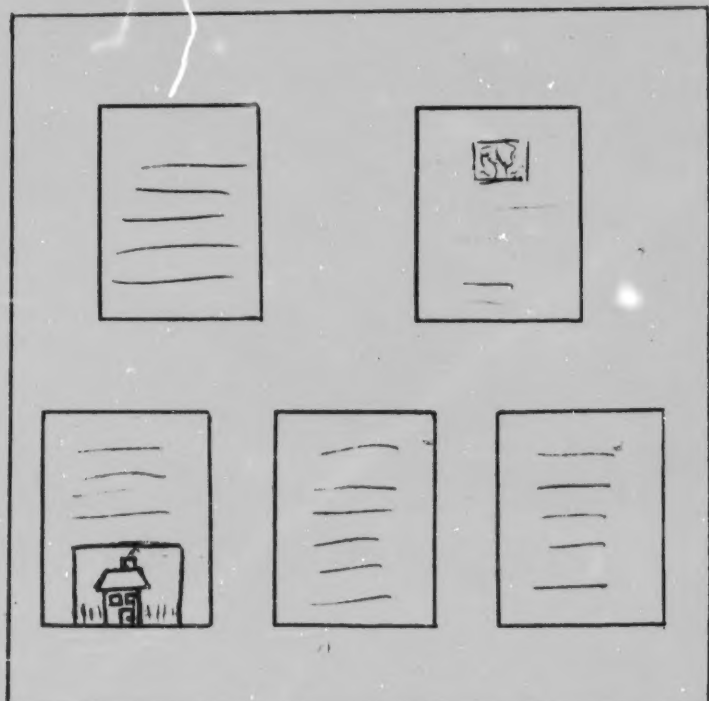
1. Take out all the parts of the story and read them.
2. Decide which is the beginning, middle and end of the story.
3. String it out so it is in the proper order.
4. Read it to a friend.
5. Check the back and see if you are correct.

MATERIALS NEEDED

1. Construction paper
2. Story with vocabulary child doesn't need to struggle with
3. Glue

NOTE TO TEACHER

It helps to laminate these!



READING COMPREHENSION SKILLS CATEGORY

Story sequence using pictures.

TEACHER OBJECTIVE

Given a set of pictures, the student will be able to arrange them in logical sequence to tell a story.

STUDENT OBJECTIVE

You will put each set of pictures in a row to tell a good story.

DIRECTIONS FOR STUDENT

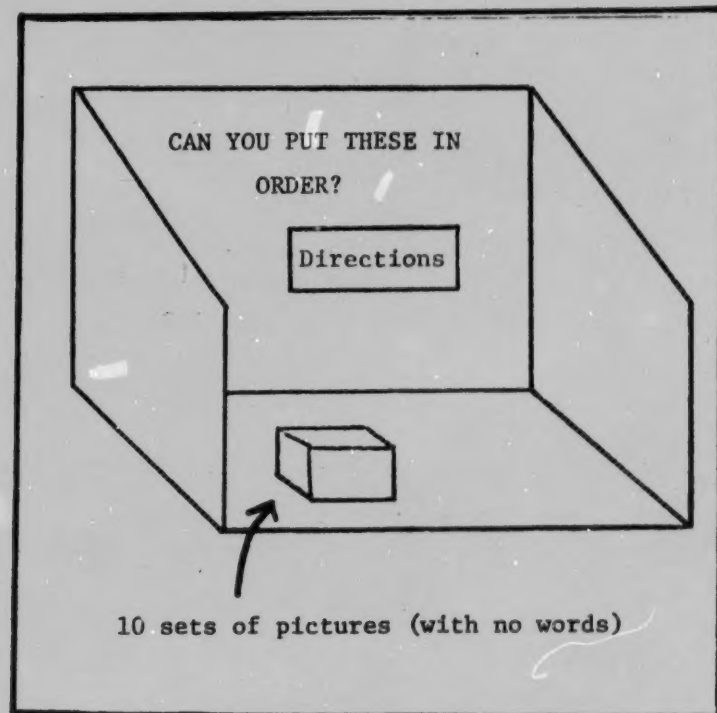
See the attached sheet.

MATERIALS NEEDED

1. Learning station
2. Sets of pictures

NOTE TO TEACHER

This can be self-checking with numerals on the back.



DIRECTIONS FOR STUDENT

Today we are going to try some pictures without words. This is going to be a little harder, but let's see how well you can do.

1. Choose one of the packets of pictures and see if you can arrange them in order to tell a story. (Some of the sets are harder than others, so you might want to choose a packet with fewer pictures to start with.)
2. When you have put them in order, flip the cards over and see if you are right.
3. When you have done as many packets as you want today, choose one set and take them to your desk. There is some drawing paper on the shelf. You can either add some pictures to your story or maybe you would want to write a story about your pictures.
4. When you are finished with your story or pictures, put them up on the bulletin board, so we can all look at them.

READING COMPREHENSION SKILLS CATEGORY

Sequence

TEACHER OBJECTIVE

The student will be able to put the beginning, middle, and end of a story together.

STUDENT OBJECTIVE

You will be able to put three parts of a story together to make a good beginning, middle, and end.

DIRECTIONS FOR STUDENT

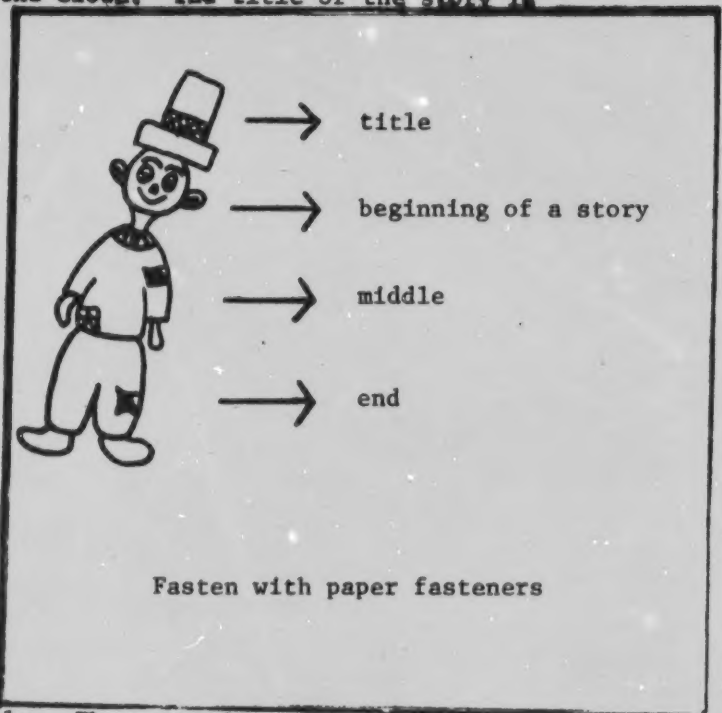
Read the beginning of each story on the back of the clowns' head. Try to find a body that will go with your head. If you choose all the right parts, the story will make sense. Put the right hat on the clown. The title of the story is on the hat.

MATERIALS NEEDED

1. Newsprint or construction paper for clowns
 2. Pencils or Magic Markers for writing the stories on the backs of the clown pieces
 3. Use three or four different clowns
 4. Paper fasteners for putting clowns together
- (For clown example, see attached sheet.)

NOTE TO TEACHER

Children could draw their own clowns and write stories on the back. The teacher can check quickly by looking to see if the clowns are dressed correctly. They can also read their story clown to another student. I cut apart old stories from workbooks and glued them on the back.





READING COMPREHENSION SKILLS CATEGORY

Story sequence using words.

TEACHER OBJECTIVE

The child will sequence several sentences in a logical order to tell a story.

STUDENT OBJECTIVE

You will be able to put several sentences in a row to tell a story.

DIRECTIONS FOR STUDENT

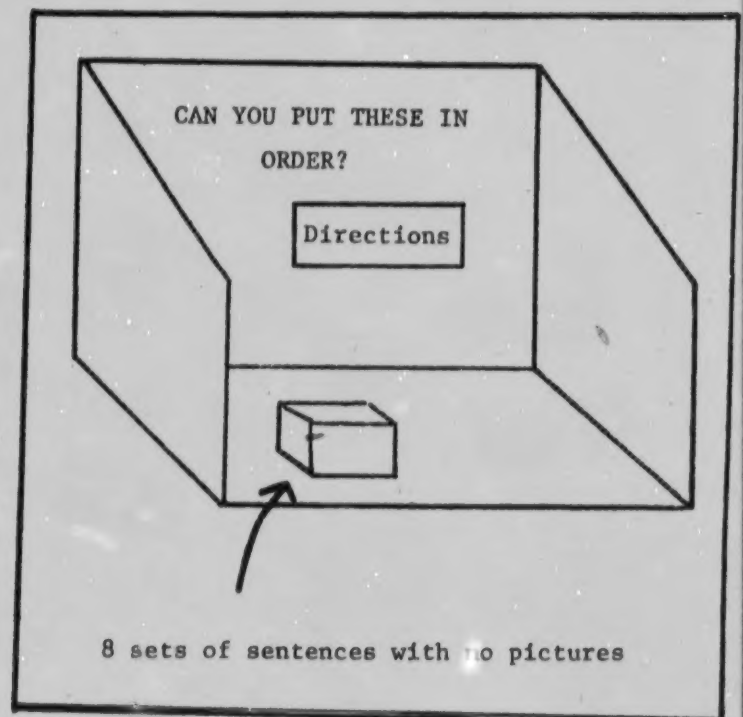
See the attached sheet.

MATERIALS NEEDED

1. Learning station
2. Sets of stories cut apart into sentences

NOTE TO TEACHER

This can be self-checking with numerals on the back.



DIRECTIONS FOR STUDENT

NOW YOU ARE READY FOR A REAL HARD ONE!!!!

1. Choose one of the stories below and see if you can arrange the sentences in order to tell a story. (Some of them are stories that you know, but be careful you must read each part in order to get them right.)
 2. Turn the cards over when you are finished and check yourself.
 3. If you are right, read the story again to yourself and then go to the tape recorder and tape the story for your friends to listen to, when they get their work finished.
 4. If you didn't get them all right this time, try another packet.
- Keep practicing--pretty soon you'll be a whiz!!!!

READING COMPREHENSION SKILLS CATEGORY

Sequence

TEACHER OBJECTIVE

The student will be able to put a series of pictures in the sequence in which they would occur.

STUDENT OBJECTIVE

You will be able to put several pictures in a row to tell a story.

DIRECTIONS FOR STUDENT

1. Take pictures from the envelope.
2. Decide which picture happened first. Put it in pocket with a 1.
3. Decide which picture happened next. Put it in pocket with a 2.
4. Have your work checked by telling your story to the teacher.

MATERIALS NEEDED

1. Manila folder
2. Pictures from a story

NOTE TO TEACHER

May want to have student write sentences that go with picture.

Difficulty can be changed with number of pictures.

			
1	2	3	4
5	6	7	8

READING COMPREHENSION SKILLS CATEGORY

Main idea and sequence

TEACHER OBJECTIVE

Given a set of pictures and sentences, the child shall pick out the sentence that tells the idea of the picture and then place pictures in sequence.

STUDENT OBJECTIVE

The child shall match sentences and pictures and then put the pictures in order.

DIRECTIONS FOR STUDENT

1. Take the sentences and pictures from their envelopes.
2. Look carefully at the pictures.
3. Read the sentences.
4. Match the sentences with the pictures.
5. Put the pictures in order the way they happened.

MATERIALS NEEDED

1. Large sheet of oaktag
2. Pictures of a story
3. Sentences to go with pictures

NOTE TO TEACHER

Staple the number strips to the oaktag sheet to form pockets. Pictures may be numbered on the back to make the activity self-checking.

			
1	2	3	4
5	6	7	8

READING COMPREHENSION SKILLS CATEGORY

Sequence - sentences to paragraph

TEACHER OBJECTIVE

The student will sequence sentence strips to form a paragraph.

STUDENT OBJECTIVE

You will build a paragraph by putting sentence strips in the correct order.

DIRECTIONS FOR STUDENT

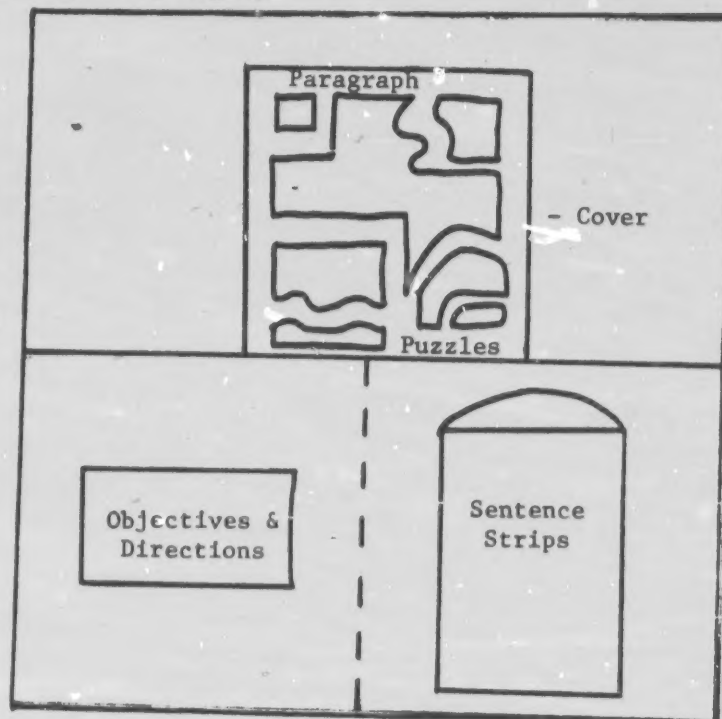
1. Take out the sentence strips.
2. Separate the strips into groups by their numbers.
3. Arrange each group of strips into a logical paragraph.
4. Check you paragraphs with the key paragraphs in the envelope.

MATERIALS NEEDED

1. Manila folder
2. Construction paper for cover
3. Directions
4. Two envelopes, for sentence strips and key paragraph
5. Paragraph (cut the sentences into individual strips and laminate.)
6. Laminate the whole paragraph to use as a key

NOTE TO TEACHER

Number all sentences in a paragraph with a common number on the front to aid children in separating the sentences into groups.



Sequence - paragraphs to story

TEACHER OBJECTIVE

The student will arrange the parts of a story in the correct sequence.

STUDENT OBJECTIVE

You will arrange the paragraphs in a story in the right order.

DIRECTIONS FOR STUDENT

1. Take out all of the story parts.
2. Separate the pieces into piles according to the letter on the bottom of each part.
3. Put each group of pieces in order so the story is in the right order. Include the title as well.
4. Check by turning the pieces over to see if they are in numerical order.

MATERIALS NEEDED

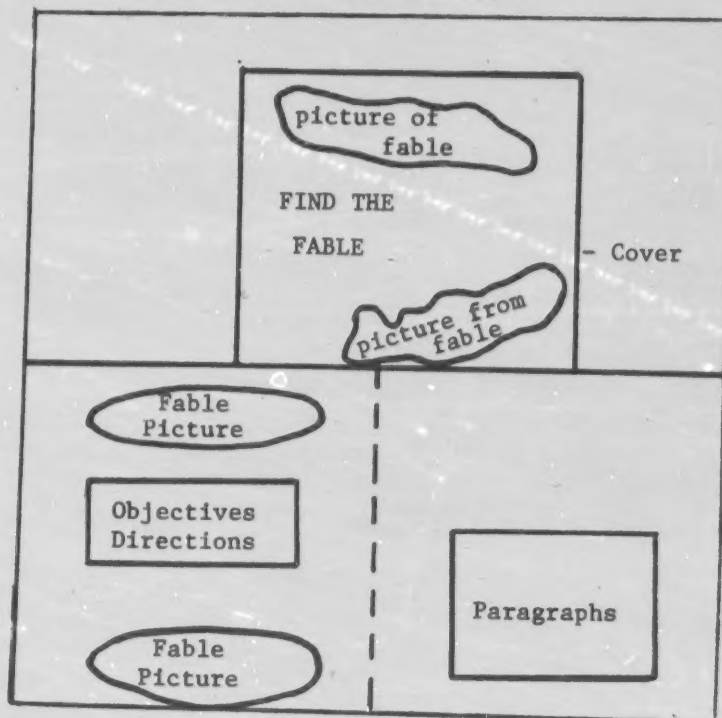
1. Manilla folder
2. Direction sheet
3. Envelope for paragraph pieces
4. Fables and fable pictures, laminated

NOTE TO TEACHER

By putting a letter on the front of each piece of the fable, you can use several.

The numbers on the back allow student checking

Good source for fables and pictures-
CONQUESTS IN READING, Kottmeyer
Webster Division, McGraw-Hill



READING COMPREHENSION SKILLS CATEGORY

Sequence - picture

TEACHER OBJECTIVE

The student will place cartoons into the correct sequence.

STUDENT OBJECTIVE

You will put cartoons in the order in which they should go.

DIRECTIONS FOR STUDENT

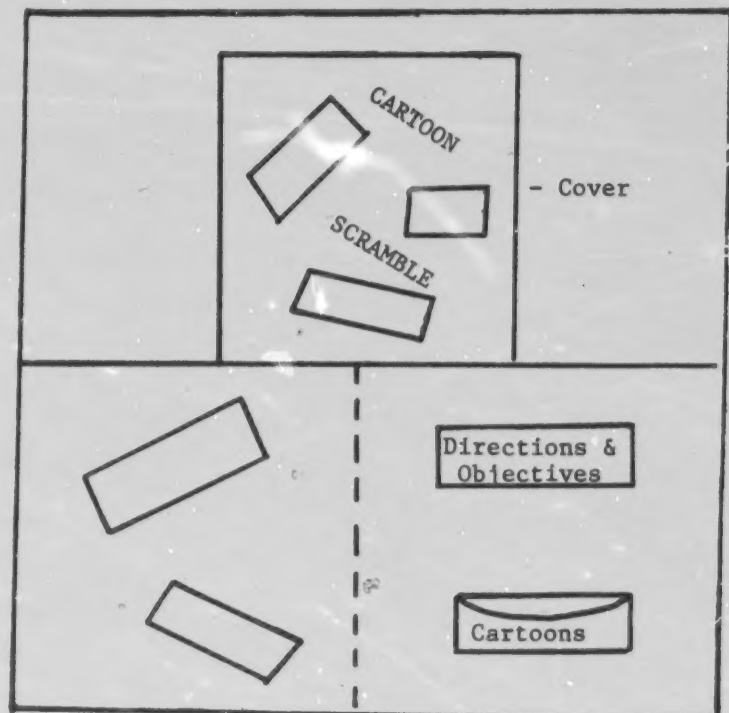
1. Take out the cartoon pieces.
2. Separate them into groups by the numbers on the front at the bottom.
3. Put each pile of cartoons in the right order.
4. Check by turning over each cartoon piece in the group.

MATERIALS NEEDED

1. Manila folder
2. Cartoons cut apart and laminated
3. Direction sheet
4. Envelope for cartoon pieces
5. Magic Markers
6. Sunday color cartoon for cover and inside cover

NOTE TO TEACHER

Blondie and Nancy are good cartoons. Label each set of cartoons on the bottom with a common number. Put each cartoon set in numerical order on the back.



READING COMPREHENSION SKILLS CATEGORY

Sequencing skills

TEACHER OBJECTIVE

Given the separated frames of a comic sequence, the child will place them in a logical sequence.

STUDENT OBJECTIVE

You will put the parts of a comic in good sequence.

DIRECTIONS FOR STUDENT

1. Choose a comic strip to put in order.
2. On your own paper write down the number of the comic your're working on.
3. Study the pictures.
4. Put them in the right order.
5. You will find a letter at the bottom of each picture. Write these letters in the order in which you have the pictures.
6. Do 10 comics.
7. Check your work when you're done.
8. Hand in your paper.

MATERIALS NEEDED

1. Colored oaktag
2. Construction paper
3. Eighteen sets (4 pictures each) of picture comics from a "Peanuts" book
4. An answer key containing the words spelled out by the letters on the front of the frames

NOTE TO TEACHER



READING COMPREHENSION SKILLS CATEGORY

Recognizing main ideas using picture clues

TEACHER OBJECTIVE

The child will be able to look at the picture and choose one of three sentences that best describes the picture.

STUDENT OBJECTIVE

Choose the sentence that goes best with the story.

DIRECTIONS FOR STUDENT

1. Look at the picture.
2. Read the sentences below it.
3. Snap the clothespin on the sentence that best tells about the picture.
4. Turn your work over and check it.
5. Write a short story about one of the pictures.

MATERIALS NEEDED

1. Oaktag
2. Book jackets
3. Glue
4. Felt tip pen
5. Clothespins
6. Pencil and paper for the child

NOTE TO TEACHER



- A. It was a good day for a picnic.
- B. The storm came up suddenly and ruined the picnic.
- C. We went to the farm.

READING COMPREHENSION SKILLS CATEGORY

Main idea

TEACHER OBJECTIVE

The student will be able to identify the sentence that gives the main idea of the paragraph.

STUDENT OBJECTIVE

You will be able to choose the sentence that tells what the paragraph is all about.

DIRECTIONS FOR STUDENT

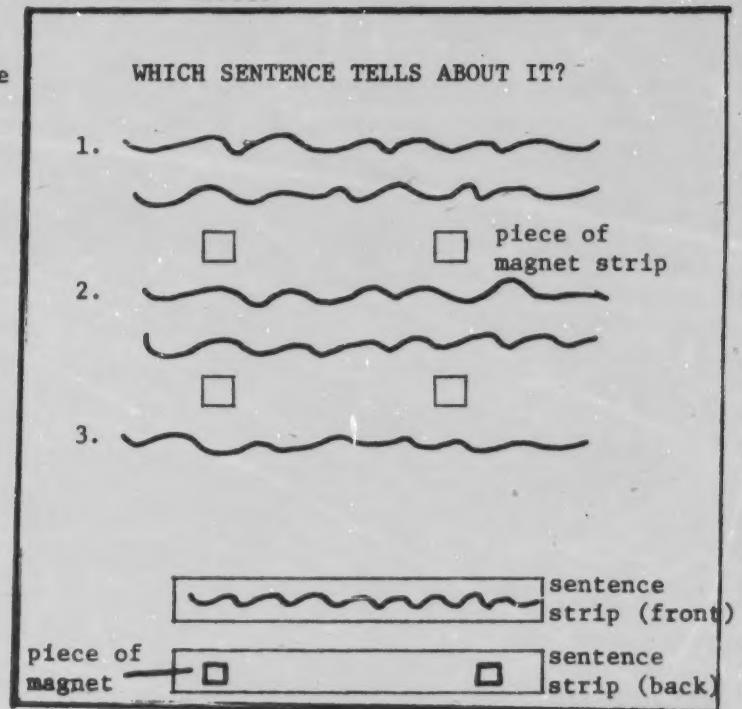
1. Read the story.
2. Then read the sentences on the strips.
3. Find the part of the story each sentence tells about.
4. Put the right sentence under each part of the story.
5. Write the number of the part of the story on your paper and write the sentence that tells about it.

MATERIALS NEEDED

1. Oaktag chart
2. Magnetic tape
3. Oaktag sentence strips (with pieces of magnetic tape on back)

NOTE TO TEACHER

The nine paragraphs are on two sheets of oaktag and the sentence strips on a different color of oaktag.



1. Mrs. Rabbit asks Mrs. Longbird to dinner.
2. Mrs. Longbird is surprised and happy.
3. The two friends sat but did not eat.
4. Mrs. Rabbit thinks that she will not have time for something.
5. Mrs. Longbird tells when she can come to dinner.
6. Mrs. Rabbit would like something new to eat.
7. Mrs. Rabbit can not get what she wants.
8. Mrs. Rabbit is not happy about the dinner she must get.
9. Mrs. Rabbit gets her wish.

WHICH SENTENCE TELLS ABOUT IT?

DO THIS: Read the story. Then read the sentences under the story.
Find the part of the story each sentence tells about. Put its
number with the part of the story it tells about.

1. Mrs. Rabbit was pleased when Mrs. Longbird asked her to dinner. But she wished that her friend would not give her garden greens to eat. She had them day after day.

--	--

2. Mrs. Longbird did not have greens. She had fish. And how Mrs. Rabbit ate!

--	--

3. "Your dinner was very good, Mrs. Longbird," said Mrs. Rabbit. "You must have dinner with me soon." "Thank you," said Mrs. Longbird. "I will be happy to."

--	--

4. The next morning Mrs. Longbird called to Mrs. Rabbit, "I can come for dinner tonight."

--	--

5. "Good." said Mrs. Rabbit. But it was not good! How could she get fish that soon?

--	--

6. In a hurry Mrs. Rabbit went down to the water. All day she fished. Not one fish did she get.

--	--

WHICH SENTENCE TELLS ABOUT IT?

DO THIS: Read the story. Then read the sentences under the story.
Find the part of the story each sentence tells about. Put
its number with the part of the story it tells about.

7. "Mrs. Longbird will just have to eat greens after all," said Mrs. Rabbit. So she went home by way of her garden.

☐☐

8. Soon Mrs. Longbird came by. The two friends sat down to a dinner of garden greens. At first Mrs. Longbird did not eat at all. This Mrs. Rabbit did not like.

☐☐

9. But then Mrs. Longbird began to eat. She ate many greens. At last she said, "My! But your dinner was good! I never had greens that way. I am so pleased you did not have fish. All I eat day after day is fish, fish, fish."

☐☐

READING COMPREHENSION SKILLS CATEGORY

Grasping the main idea and recalling details for the purpose of locating specific information.

TEACHER OBJECTIVE

The child will recognize the main idea of the riddle and answer the who and what questions.

STUDENT OBJECTIVE

You will read a riddle and match it with the story character it tells about. Match what the characters got in Oz.

DIRECTIONS FOR STUDENT

Be a Wizard of Reading. Read each riddle and put the name of the story character it tells about under it. Put the picture of what each character got in Oz under the right riddle.

EXAMPLES

1. There once was a clanking, funny man.
When he was oiled, then he ran.
But his wish from the start
Was for a big red _____.
2. A friendly fellow, not too bold,
Ambled along the Yellow Brick Road.
Through he had long, sharp claws,
And fearsome wide jaws,
He felt no more fierce than a toad.
3. Wobbly knees,
Big happy grin,
Patches and tatters,
Stuffed with straw,
Wrapped with love.

										
Riddle 1	Riddle 2	Riddle 3								
<table border="0"> <tr> <td>Who am I?</td> <td>What did I get?</td> </tr> <tr> <td>1.</td> <td>1.</td> </tr> <tr> <td>2.</td> <td>2.</td> </tr> <tr> <td>3.</td> <td>3.</td> </tr> </table>			Who am I?	What did I get?	1.	1.	2.	2.	3.	3.
Who am I?	What did I get?									
1.	1.									
2.	2.									
3.	3.									

MATERIALS NEEDED

1. Oaktag
2. What characters got
3. Colored construction paper
4. Laminating paper or clear contact
5. Pipe cleaners

NOTE TO TEACHER

Could be self-checking if a little diagram is made.

READING COMPREHENSION SKILLS CATEGORY

Grasping main idea.

TEACHER OBJECTIVE

The child will be able to find the main idea of the story and locate the irrelevant sentence.

STUDENT OBJECTIVE

You will be able to find the sentence that doesn't belong in the story.

DIRECTIONS FOR STUDENT

Help Batman find the Joker in each story. The Joker will be the sentence that doesn't belong with the others. Write the number of that sentence near the picture of the Joker.

MATERIALS NEEDED

1. Construction paper
2. Laminating or contact paper
3. A crayon to mark the number

NOTE TO TEACHER

The sentence pages can be changed often if put on with masking tape. In this way maximum use could be made of the station. It could be self-checking with a card listing the numbers.

CAN YOU HELP BATMAN?	
	
Stories	Stories
☐	The Joker Is Number ☐
Stories	Stories

READING COMPREHENSION SKILLS CATEGORY

Main idea

TEACHER OBJECTIVE

After reading a paragraph, the child will be able to pick out a sentence that gives the main idea of the paragraph.

STUDENT OBJECTIVE

You will be able to choose a sentence that tells the main idea of a paragraph.

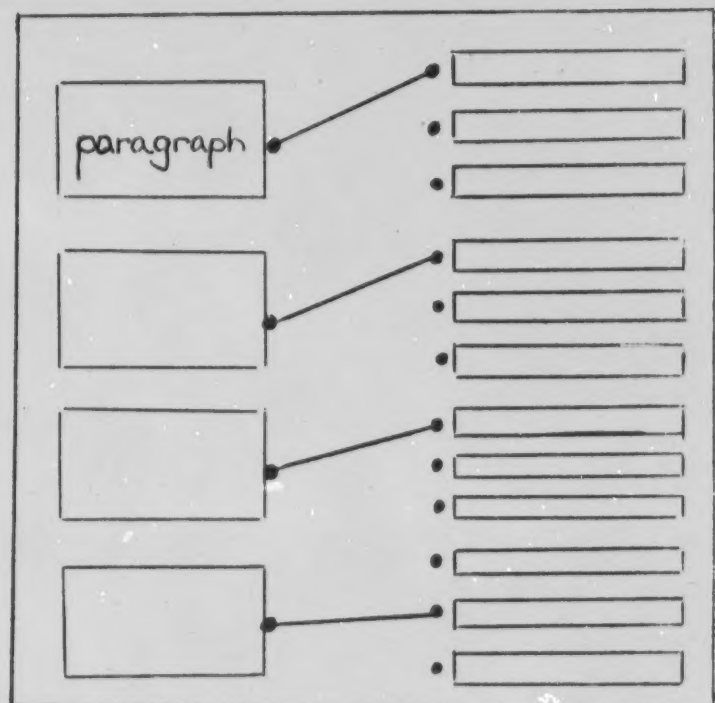
DIRECTIONS FOR STUDENT

1. Read the paragraph.
2. Read the three sentences across from it.
3. Decide which sentence tells what the paragraph is about.
4. Take the string and wrap it around the nail beside the right sentence.
5. Do each paragraph the same way.
6. Have your work checked.

MATERIALS NEEDED

1. Manila folder
2. Paragraphs and sentences
3. String or shoestrings
4. Paper fasteners

NOTE TO TEACHER



READING COMPREHENSION SKILLS CATEGORY

Main idea; recalling detail; vocabulary development.

TEACHER OBJECTIVE

Given a story at the appropriate reading level, the child can answer questions about the material.

STUDENT OBJECTIVE

You will answer the questions on each card.

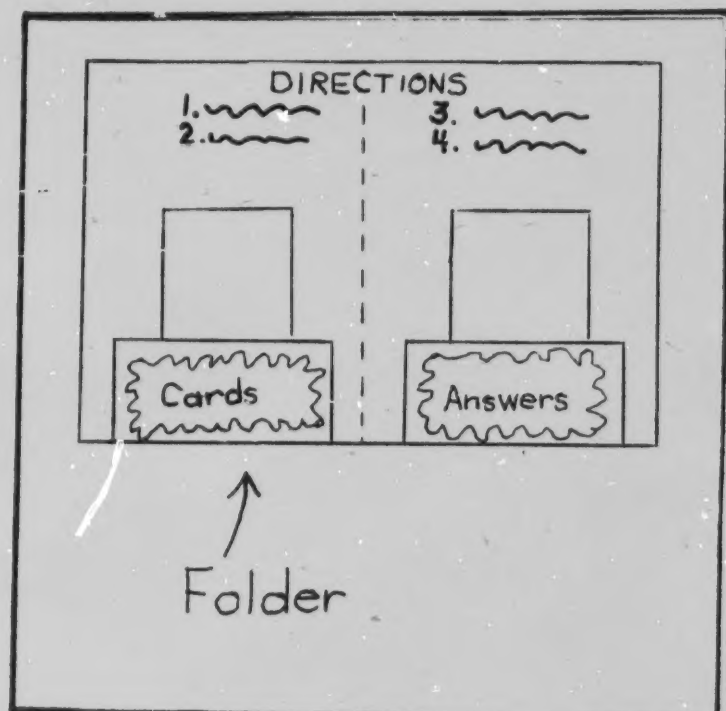
DIRECTIONS FOR STUDENT

1. Pull out a card. Read the story.
2. When you're done reading, answer the questions on the back.
3. Write your answers on paper.
4. Check your answers.

MATERIALS NEEDED

1. Oaktag
2. Stories with questions (Webster Readers are good for this.)
3. Folder

NOTE TO TEACHER



READING COMPREHENSION SKILLS CATEGORY

Main Idea

TEACHER OBJECTIVE

The student will match a newspaper headline to the corresponding article.

STUDENT OBJECTIVE

You will match the newspaper headline to the article it tells about.

DIRECTIONS FOR STUDENT

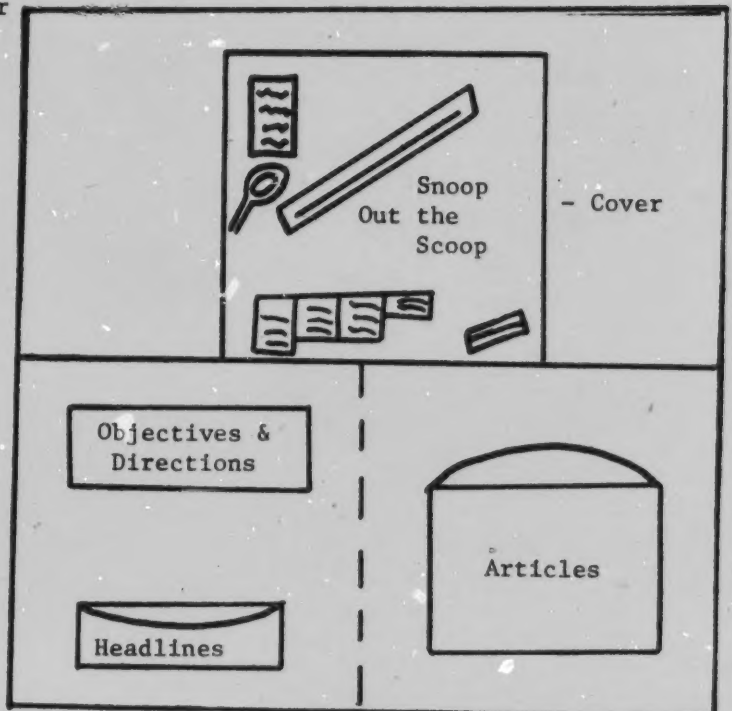
1. Take out the headlines and the articles
2. Match the headline to the article it tells about.
3. Check by turning the headline and article over.
4. Choose two articles and answer four "w" questions about it, who, what, where, when. (Put the number of each article on your paper.)
5. Hand in your paper to the teacher.

MATERIALS NEEDED

1. Manila folder
2. News articles and headlines (laminated)
3. Two envelopes for pieces
4. Articles and headlines for the cover
5. Magic Marker

NOTE TO TEACHER

Place numbers that match on the headline and its article. The student uses these for checking.



READING COMPREHENSION SKILLS CATEGORY

Summarizing

TEACHER OBJECTIVE

1. The student will be able to identify and list the specific name and date of a magazine of his choice, and the name of an article he chooses to read.
2. The student will summarize the article he reads by writing a short paragraph.

STUDENT OBJECTIVE

1. You will be able to list the exact title and date of a magazine and of an article which you choose to read.
2. You will be able to write a short paragraph telling what the article was about.

DIRECTIONS FOR STUDENT

1. Get a magazine of interest to you.
2. You need paper and pencil.
3. Follow the directions on the guide sheet.

MATERIALS NEEDED

1. Magazine
2. pencil
3. Guide Sheet

NOTE TO TEACHER



Guide Sheet

Procedure:

1. Go to the IMC to check out a magazine of your choice.
2. Find an article that interests you.
3. Read it.
4. On your own paper record the following:
 - Line 1 -- Your Name
 - Line 2 -- Name of Magazine
 - Line 3 -- Date of Magazine
 - Line 4 -- Title of Article
 - Line 5 and following -- Write at least one paragraph telling
what the article is about.

READING COMPREHENSION SKILLS CATEGORY

Comprehending phrase and sentence meaning

(Also uses dictionary skills. My Picture Dictionary. Reid, Crane)

TEACHER OBJECTIVE

The child will be able to use phrase cards containing subjects, verbs, and modifiers to construct nonsense sentences which are structurally correct.

STUDENT OBJECTIVES

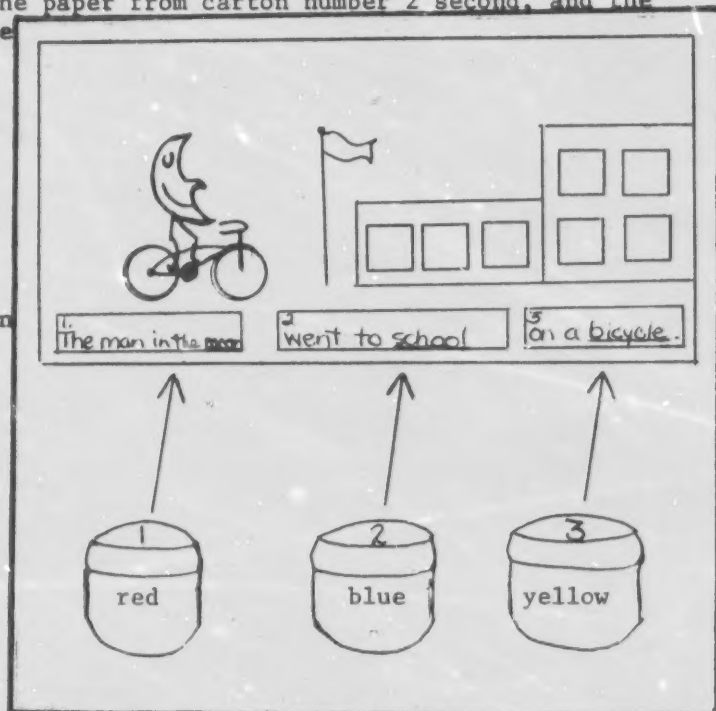
You will be able to make a nonsense sentence and make a picture of it.

DIRECTIONS FOR STUDENT

Choose a paper from each carton. You should have one paper from each color; red, blue and yellow. Place them across the bottom of a piece of drawing paper, pasting the paper from carton number 1 first, the paper from carton number 2 second, and the paper from carton 3 third. Now read the silly sentence you have made and illustrate it. If you don't know a word that has a line under it, you can look it up in the dictionary.

MATERIALS NEEDED

1. 3 pint ice cream cartons or similar containers
2. Drawing paper
3. Teacher-made phrases for each carton



NOTE TO TEACHER

Carton 1 should contain subject phrases
Ex. The man in the moon.

Carton 2 - verb phrases - Ex. went to school

Carton 3 - other descriptive phrases - Ex. on a bicycle, with a new red hat, on his head, tec.

READING COMPREHENSION SKILLS CATEGORY

Literal

TEACHER OBJECTIVE

Given a quantity of phrase cards, the student will select subject, verb, and modifying phrases to construct a nonsense sentence.

STUDENT OBJECTIVE

You will make a "silly sentence" by putting three or four phrase cards together.

DIRECTIONS FOR STUDENT

1. Take out the cards. Read them.
2. Choose 4 cards. One should tell "who", another "what happened" and the others, "where" and "when."
3. Put the cards in the holders to make crazy sentences. Rearrange the cards if you want to make a sillier sentence.
4. Copy your nine silly sentences on your paper. Capitalize the first word in your sentence and put a period at the end.
5. Hand in your paper.

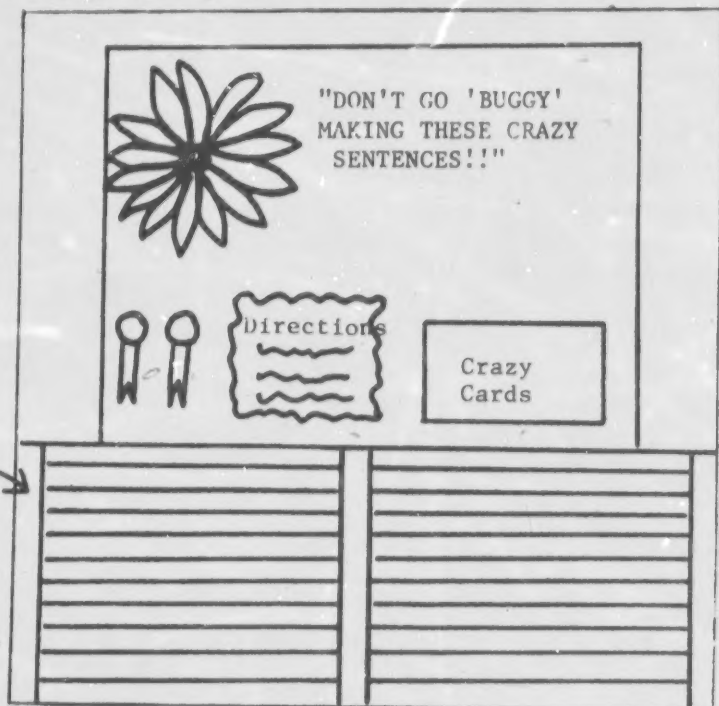
MATERIALS NEEDED

1. Hard cardboard
2. 2 pocket folders
3. Crazy cards (See attached sheet for words or phrases.)

NOTE TO TEACHER

For the cards, you need 9 cards each of "who", "what", "where", "when" words or phrases. (See attached page for suggestions.)

pocket
folders →



The doctor	on the table
hopped	Grandmother
in the mud	in his office
in the garden	yesterday
A little bird	danced a jig
A tiny bug	last week
Farmer Jones	one day
ate some peanuts	ran a race
The baby	at lunch time
today	once upon a time
under the porch	in his mouth
at the circus	found a penny
found a worm	an elephant
put his thumb	A horse
before breakfast	hopped
The little boy	baked a pie
last Saturday	this morning
in the oven	sang a song
at the fair	

READING COMPREHENSION SKILLS CATEGORY

Inferring from context

TEACHER OBJECTIVE

The child will determine from a character's speech that character's wants that are inferred rather than directly stated.

STUDENT OBJECTIVE

You will read each story to decide what the character wants, even if he doesn't come right out and say what it is.

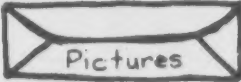
DIRECTIONS FOR STUDENT

1. Read what each boy and girl said.
2. Guess what was wanted.
3. Find its picture and name.
4. Put the picture after the right story.

MATERIALS NEEDED

1. Stories from old readers or workbooks
2. Colored railroad board
3. Paper clips

NOTE TO TEACHER

GUESS	
Directions	
1. Story	5. 
2.	6.
3.	7.
4. 	8.

READING COMPREHENSION SKILLS CATEGORY

Sentence and phrase comprehension

TEACHER OBJECTIVE

The child will form good descriptive and interrogatory sentences. He will formulate and answer questions based on these sentences.

STUDENT OBJECTIVE

With the rest of your team, you will use word and picture cards to make up good sentences and questions.

DIRECTIONS FOR STUDENT

Four students choose engineer and conductor. First engineer builds sentence. Conductor reads sentence and answers questions made up by the other three students. The conductor then becomes the engineer and chooses a conductor. Sentences are formed by choosing cards from several different boxes and placing these on the train track. "Starter" words have capital letters.

CHALLENGE Student may add new word cards for his level. Some may want to add more punctuation.

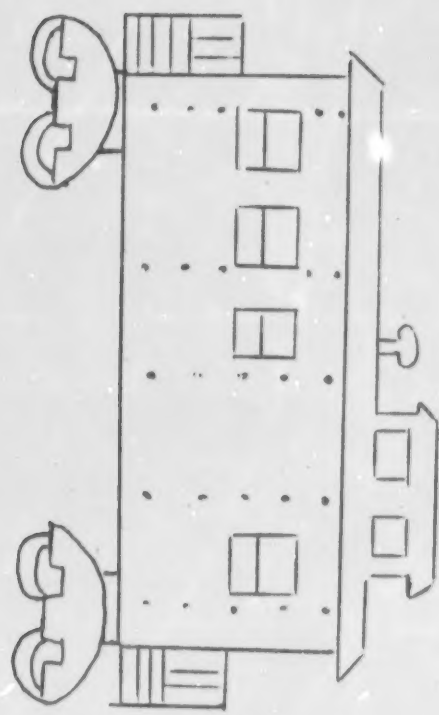
MATERIALS NEEDED

1. You may use your chalkboard ledge or use a 40-inch 1x1½ board. Front this with screen door stripping or similar edging. Back with 3 inch high strip of wall board.
2. Glue Engine Card to backing wall board. Caboose card can remain loose. You may paint a track on 40 inch board.
3. Pictures of people, animals, objects and places glued to the background.
4. 3"x5" file cards. Add wheels (optional). Words on 3X5 file cards File cards with periods and question marks.
5. Label cereal boxes to hold categories. Use categories from My Little Dictionary.
6. Engineer hat, bandana neckerchief, conductor hat (optional).

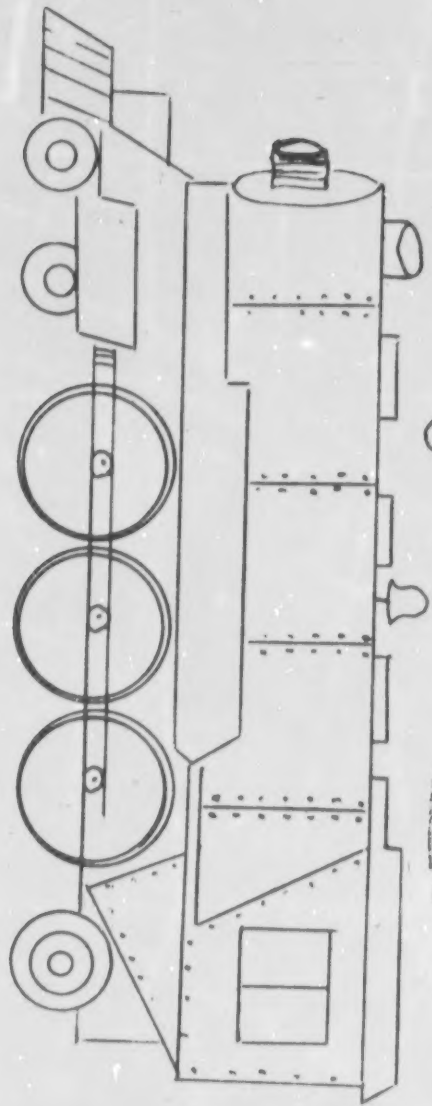
NOTE TO TEACHER

You can expand on this idea indefinitely. I used Scholastic finger puppets for most of the people.

Caboose



Engine



READING COMPREHENSION SKILLS CATEGORY

RCSS 50

Questions you'll write will determine the level.

TEACHER OBJECTIVE

The child will answer questions designed by the teacher to provide practice at the needed level of comprehension.

STUDENT OBJECTIVE

You will be able to read telephone ads to find answers to questions.

DIRECTIONS FOR STUDENT

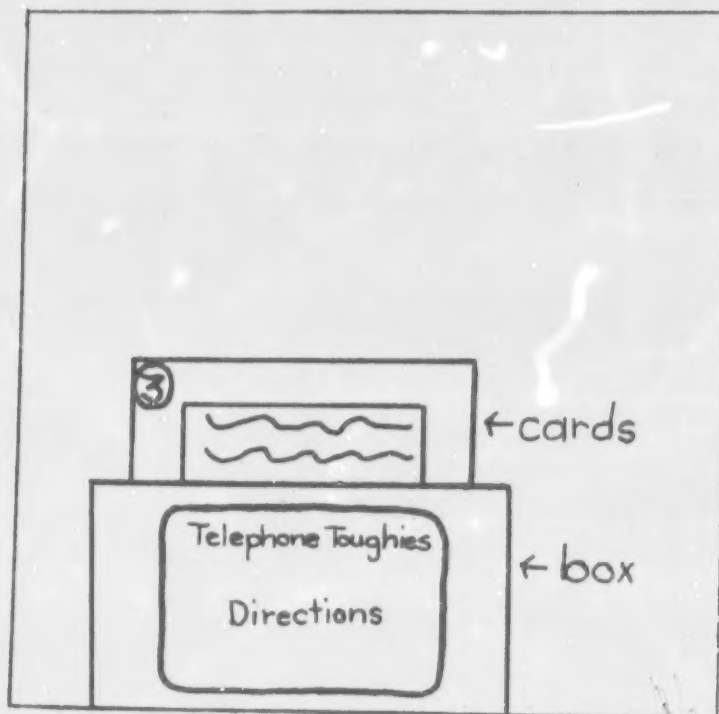
1. Choose a card.
2. Put the red number of the card on your paper.
3. Study and read the Yellow Page ad.
4. Answer the questions on your paper.
5. Hand in your paper.

MATERIALS NEEDED

1. Box
2. Wallpaper to cover the box
3. Oaktag
4. Cut-out yellow page ads

NOTE TO TEACHER

Cut out ads from Yellow Pages. Glue on oaktag cards. Write questions to go with the ads.



READING COMPREHENSION SKILLS CATEGORY

Comparison - Making judgements

Critical Level

TEACHER OBJECTIVE

Given a selection of grocery ads and restaurant menus, the student will decide whether a given meal would be cheaper if prepared at home or ordered in a restaurant.

STUDENT OBJECTIVE

You will study menus and grocery ads to decide if it's cheaper to eat a given meal at home or at a restaurant.

DIRECTIONS FOR STUDENT

1. Study the posted ad.
2. Plan a steak dinner at home for 4.
3. Use grocery ads to figure the cost.
4. Order 4 steak dinners to be eaten in a restaurant.
5. Compare the cost of preparing meals at home to eating in a restaurant.
6. Decide which would be cheaper. Talk it over with an aide, teacher, or buddy.
7. Do this on your notebook paper.

MATERIALS NEEDED

1. Menu from local restaurant or ad from newspaper
2. Grocery ad
3. Expanding envelope
4. 5 newspapers - 1 local, 4 out-of-town
5. Oaktag
6. Pens (colored)

NOTE TO TEACHER

May be adapted

1. to compare costs of other meals,
2. to compare costs of different activities or entertainments,
3. to compare costs of "store-bought" and homemade foods, clothing, furniture, etc.

The Next Time You Want To Eat Out..

menu

ad

Purpose
Directions
Evaluations
Activities

Local
+ Out
of Town
Papers

READING COMPREHENSION SKILLS CATEGORY

Creative level

TEACHER OBJECTIVE

The child will demonstrate his application of abstract thinking by writing a story about a picture.

STUDENT OBJECTIVE

You will write a story about a picture you choose.

DIRECTIONS FOR STUDENT

1. Choose a picture folder.
2. Write a 1-page (or longer) story about the picture.
3. Put your paper inside the folder.
4. Hand in the folder.

MATERIALS NEEDED

1. Box
2. Construction paper
3. Pictures

NOTE TO TEACHER

The box hangs on a bulletin board. To mount picture, fold construction paper:

Place picture on center cuts, then cut picture in half. Story slips inside "doors" when written.



READING COMPREHENSION SKILLS CATEGORY

Main idea
Alphabetical order
Notetaking

TEACHER OBJECTIVE

1. The student will be able to identify the main idea of a question.
2. The student will be able to identify the main idea alphabetically in the phone book.
3. The student will be able to take a short note to answer the question.

STUDENT OBJECTIVE

1. You will be able to identify the main idea of a question.
2. You will be able to identify the main idea alphabetically in the phone book.
3. You will be able to take a short note to answer the question.

DIRECTIONS FOR STUDENT

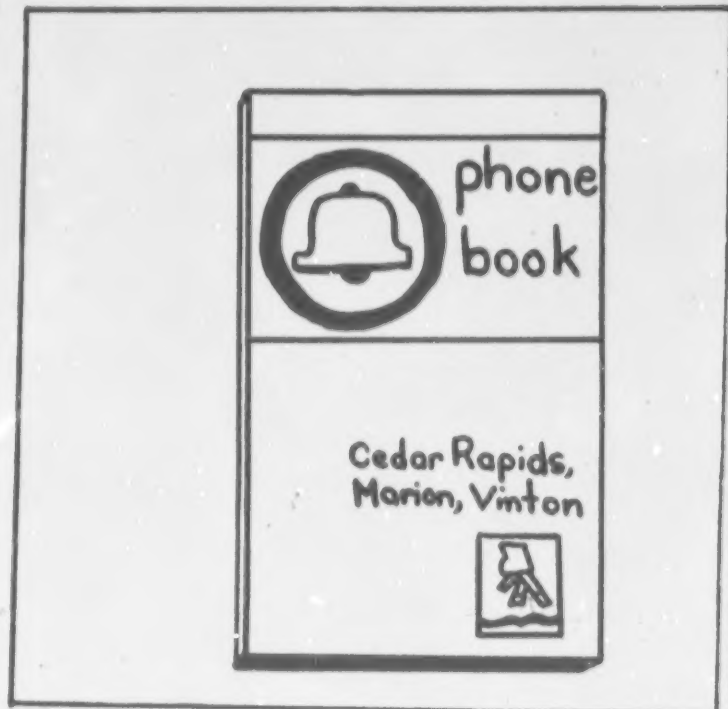
Read each question and find the answer in the phone book.

MATERIALS NEEDED

1. Cedar Rapids phone book
2. Paper
3. Pencil
4. Questions - see attached sheets

NOTE TO TEACHER

This is a good exercise to precede formal index work.



TELEPHONE DIRECTORY

1. You want to see some new Schwinn bicycles. Name two places that sell Schwinn's. Give their addresses.
2. You want to rent a large table for a party. What three places can you call? What are their phone numbers?
3. Our police chief is not named Ironside, but we have three listings of the name. Write the name and address of one.
4. Cedar Rapids doesn't have an Archie Bunker, but we do have someone named Bunker. Write the first name and the phone number of the Cedar Rapids Bunker.
5. Where does William Brady's bunch live? What is their phone number?
6. Cedar Rapids has three Partridge Families. Write the full name of one and the address.
7. Many companies in Cedar Rapids have Hawkeye in their names. Write the names and address of three.
8. Donald Canney is the mayor of Cedar Rapids. Where does he live? What is his phone number?
9. William Conrad is the actor who plays Frank Conrad on television. Where does the Cedar Rapids William Conrad live?
10. Let's go bowling. Find the bowling alley that has the most lanes in the ad. Write the name, address, and number of lanes.
11. Look! Someone just robbed the bank. Hurry and call the police. What information will you give them? What is the number of the Cedar Rapids Police Department?
12. Fire! Help! I live in Robins. What number will I call?
13. Find a favorite place to eat. What will you order? Find the address so you will know where to go.
14. You just broke your toe. To which hospital will you go? What is your doctor's name and phone number?
15. You received a new piano last week. You want to take lessons. What place could you call? What is the number?
16. It is Sunday and the pump on your tropical fish tank just broke. Where can you go to get another on the same day?
17. Your mother needs a baby sitter for your little brother. You live on the southwest side of town. Where might she take him?

TELEPHONE DIRECTORY

RCSS 53.2

18. You know that Gateway Gardens has an apartment for rent. List five reasons they give in the telephone book's yellow pages for living there.
19. You need someone to repair your Lennox air conditioner. Who will you call? What is the number?
20. You have a friend in Marion whose father's name is James Smith. You want to call and invite this friend to a party. What number will you call? What is his address?
21. Find the index to the yellow pages at the beginning of the yellow pages. What one word do you look under to find diamonds?
22. While walking home from school, you found an unusual coin. Where can you take it in Cedar Rapids to find out what it is and how much it is worth?
23. KLWW is having a call-in contest, but you do not know the number. You have the answer to their mystery voice. What number will you call?
24. You left some film to be developed at the east side K-Mart. You want to know if it is ready. What is the number of the Camera Department?
25. Kolaches are one of your favorite foods. At what bakery can you buy kolaches? What is the phone number of the shop?

READING COMPREHENSION SKILLS CATEGORY

Parts of a book

TEACHER OBJECTIVE

The child will become acquainted with the major parts of a book.

Given examples, the child will identify the parts of the table of contents and the index.

STUDENT OBJECTIVE

To become aware of the parts of a book

To become aware of the organization of the table of contents and index.

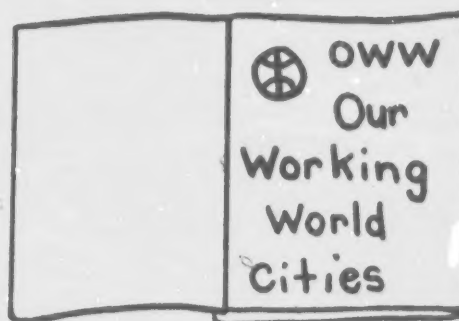
DIRECTIONS FOR STUDENT

1. Read directions carefully and work through the packet.
2. Hand in your packet when you are finished.

MATERIALS NEEDED

1. Packet
2. Pencil
3. Our Working World- Cities

NOTE TO TEACHER



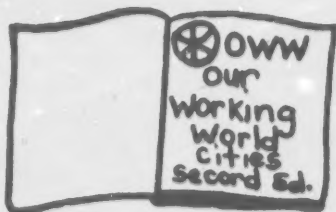


TRAVELING THROUGH A BOOK



Use your Cities book to complete your trip.

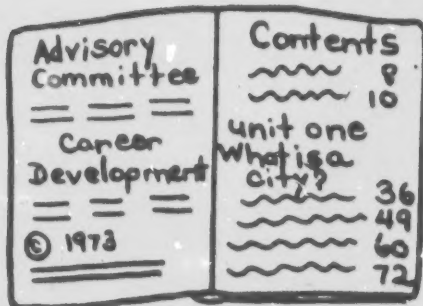
Turn to the book's title page.



The title page gives you the Who, What and Where about a book.

1. Who wrote the book.
The author is _____.
2. What the book is about.
The title of the book is _____.
3. Where the book was made and what company made the book.
The publisher is _____.

They made the book in this place. _____



After the title page come the verso.

The verso is on the back side of the title page

The most important fact on the verso is the copyright date.

Our book was made in _____.

On the next page is the Table of Contents. The table of contents lists the chapter in the order they are in the book.

How many units are listed in the Table of Contents? _____

What is the first thing listed? _____

What page is it on? _____

What is listed last in the Table of Contents? _____

What page is it on? _____

Look at the order of the page numbers in the Table of Contents. They are arranged in the book's order from the _____ number to the _____ number.



The text or body of the book comes next.

The text is made up of all the _____ of the book.

The text is where you read the facts and information.

Chapter 1 starts on page 25.

List three facts given in the first two pages of the chapter.

The authors put in maps and _____ to make the text more interesting and easier to understand.

The illustrations on page 130-131 help you to understand life in a place you've never been.

On page 232 there is a paragraph that tells about the pictures. This is called a caption. Look through the text and find a picture with a caption.

Write the caption.

Record the page number of your picture and caption. _____

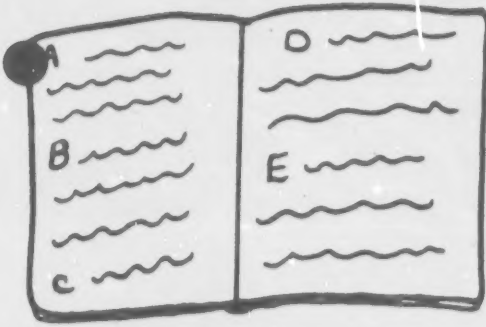
In the back of your book are special sections to help you.

On page 280-283 is a list of words you will need to understand. This special dictionary is called a _____.

The glossary is arranged in _____ order.

There is a _____ given for each word in the list.





One of the last things in an information book is the index.

The index is given in _____ order.

It lists all the subjects that a book talks about and tells you what page to find the information on.

1. If you need to find something quickly, you can use the index.

If you wanted to go to Denver on what page could you find information before you take your trip? _____

2. How many pages tell about Denver? _____

3. There are 3 sub-headings or divisions listed under pollution. List them.

4. Which subheading of pollution would you use to find out about lakes and rivers? _____

What pages? _____



5. Find another heading that has sub-headings. Write the main subject or heading

and the sub-headings _____

6. The sub-headings listed are also listed in _____
order under the main heading.

7. What is the first entry in the index? _____

What page can the information be found on? _____

8. What is the last entry? _____

What page is the information on? _____

BEGINNING RESEARCH PACKETS

These packets are examples of activities designed to involve children in applying reading skills to seek information. They will be guided in interpreting what they read at several levels of comprehension: literal, inferential, and critical. In addition, locational and skimming skills will be strengthened.

To help the children get off to a good start with this kind of activity, provide them with plenty of resource books for each packet. At the beginning, they will need human resources, too, someone to whom they can turn if they need help.

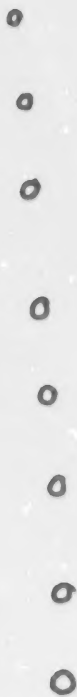
If you decide to try this activity, you might decide to start with a small group of capable fourth grade students. It is possible to assign each child to a specific activity, but why not try a self-selection method? Limit the number who can work at one station at any one time to suit the quantity of materials and work space available.

Packets such as these can be coordinated to any subject matter or personal interest area.

As children try this approach on for size, perhaps they can help create new packets for each other.

NAME _____

The Mysteries of the Deep



1. Sawfishes belong to the family Pristidae. To what could you compare the fearsome teeth of the sawfish? _____

2. Describe at least two incidents that prove that sawfish young and old are very dangerous! _____

3. For many years men have asked the question, "Why does a sawfish have a saw?" What are some of the answers to this question? _____

4. The Southern Sailfish is found in the Atlantic Ocean. Approximately how much does it weigh and how long is its saw? _____

5. How did the guitar fish get its name? _____

6. What is the French name for this fish? _____
7. Where do the largest guitar fish live? How large do they get? _____

8. The electric ray is a fascinating fish. He is able to generate powerful charges of electricity that electrocute a human being! (that is a shocking idea!) What did the Greeks call the electric ray? _____

11. The stingray is the most feared of all batoids. What makes it so dangerous? _____

12. Describe the stinger of the stingray. _____

13. For what is the "stinger" used? _____

14. What does the venom from the stinger do to its victim? _____

15. Describe the treatment for stingray wounds. _____

NAME _____

all
about
a
Giant

1. Where do Sequoia trees grow? _____

2. Why are they one of the world's natural wonders? _____

3. What is the scientific name for the tallest type of sequoia? _____

How tall do they grow? _____

How old are the oldest sequoias? _____

4. Describe the cones. _____

5. Describe the General Sherman Tree. _____

Name _____

Date _____

Let's
Study
San
Francisco

1. Where is San Francisco located? _____

2. What is the population? _____
3. How does the population compare to Cedar Rapids? _____

4. Why is Fisherman's Wharf famous? _____

5. Name two of San Francisco's famous bridges. _____

6. What would you see in Chinatown? _____

7. Describe the climate in San Francisco. _____

8. What does the San Francisco-Oakland Bay Bridge connect San Francisco to? _____

9. What happened to San Francisco when an earthquake struck in 1906? _____

10. What famous baseball team is located in San Francisco? _____

Where do they play? _____

11. You get to spend a weekend in San Francisco. Where would you go and what would you see?

Saturday morning: _____

Saturday afternoon: _____

Sunday morning: _____

Sunday afternoon: _____

Hope you enjoyed your visit! Come back soon!

How Much
Do You
Know About
Pre-Historic
Animals?

NAME _____

DATE _____

1255

1. How long did the Mesozoic era, better known as the Age of Reptiles, last?

2. How do scientists fit together the story of ancient life? Explain the process.
(Use the book entitled Dinosaurs by Morrow)

3. The weight of your body is about 50 times that of your brain. How does the weight of a dinosaur compare with its brain size? _____

4. What made the Saltoposuchus look very different from all other animals that came before him? _____

5. After reading about the Saltoposuchus, describe what he looked like. Explain also what he looked like when he walked.

2

6. Describe each kind of dinosaur listed below.

1. Coelophysis
2. Teratosaurus
3. Plateosaurus
4. Yaleosaurus
5. Antrodemus
6. Apatosaurus
7. Ornitholestes
8. Compsognathus
9. Ceratosaurus
10. Megalosaurus
11. Camarasaurus

[illegible]

7. Read chapter 4 in the book entitled All About Strange Beasts of the Past. Write in your own words about the exciting discovery of the "Beast of Baluchistan!"

Name _____

Date _____

Get
to Know
Harriet
Tubman

1. When was Harriet Tubman born? _____
Where? _____

2. What was her nickname? _____

3. Why is she famous today? _____

4. What was the Underground Railroad? _____

5. How many trips did Harriet make? _____

How many slaves did she help free? _____

6. How did she stop slaves from turning back along the way? _____

Why? _____

7. Describe some of the stations. _____

Blank lined paper.

8. What reward was offered for her capture? _____

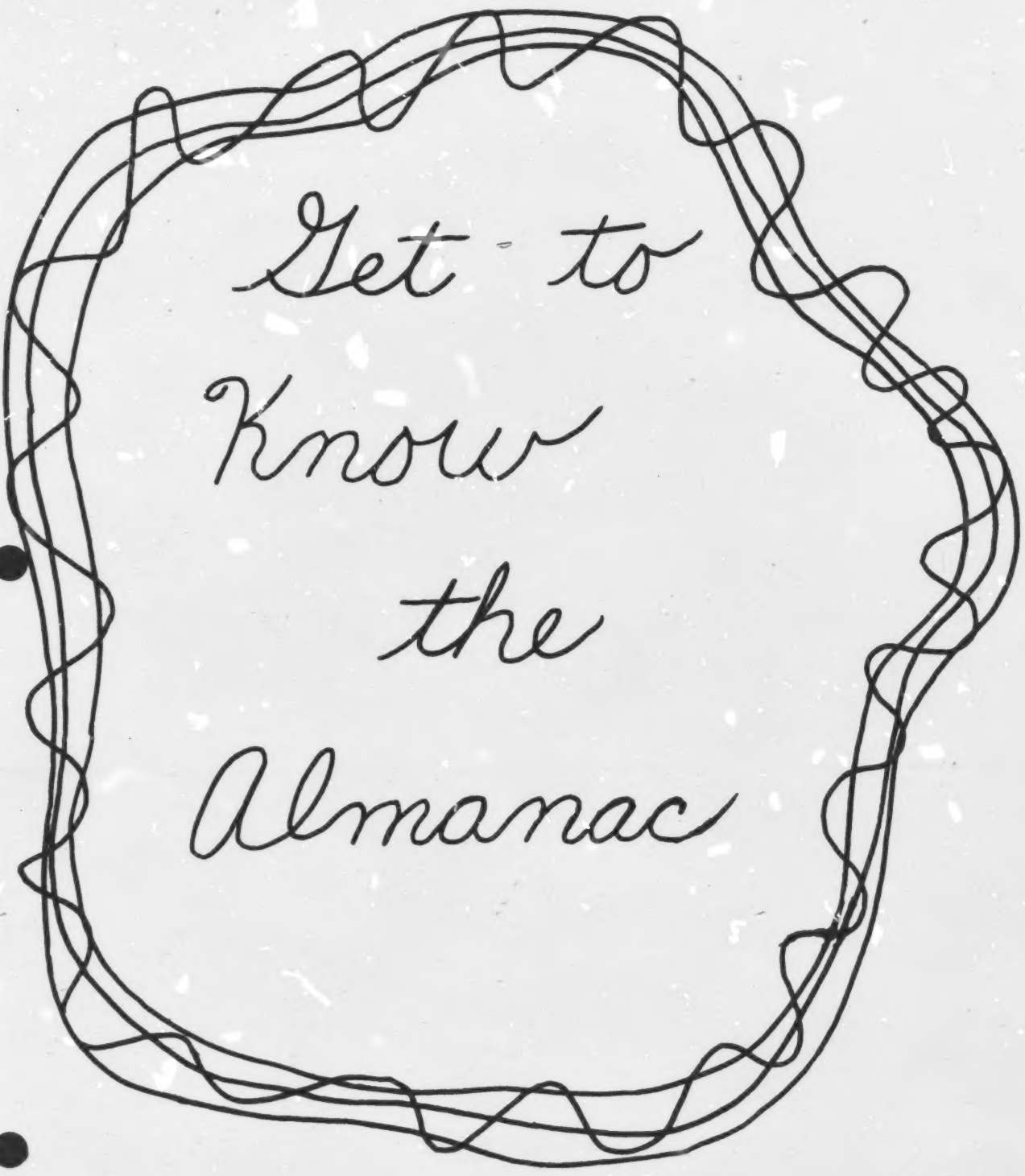
9. How old was Harriet when she died? _____

10. Pretend you are Harriet. Write a journal about one day in your life as a slave. Tell what happens to you from sunrise to sunset.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has some minor blemishes and dust specks, suggesting it might be a scan of a physical document. The edges of the paper are slightly irregular.

Name _____

Date _____



Get to
Know
the
Almanac

1. Name and year of your almanac _____

2. Who was the last Olympics pole vault champion in your almanac?

How high did he jump? _____
3. What are the five largest cities in Iowa? _____

4. Who played in the Rose Bowl in the year your almanac covers? _____

What was the score? _____
5. What is the lowest temperature that has ever been recorded in the United States? _____ When was this temperature recorded? _____
_____ Where was it recorded? _____
6. Who invented the typewriter? _____
7. In your almanac, find the name of America's tallest building? _____

Where is this building located? _____
How many stories high is it? _____
8. Who won the Indianapolis "500" in the last year your almanac covers?

9. Using the pink question cards, find the answers to six of the questions.

NAME _____

CARD NUMBER _____

ANSWER:

NAME AND YEAR OF ALMANAC _____

NAME _____

CARD NUMBER _____

ANSWER:

NAME AND YEAR OF ALMANAC _____

NAME _____

CARD NUMBER _____

ANSWER:

NAME AND YEAR OF ALMANAC _____

NAME _____

CARD NUMBER _____

ANSWER:

NAME AND YEAR OF ALMANAC _____

NAME _____

CARD NUMBER _____

ANSWER:

NAME AND YEAR OF ALMANAC _____

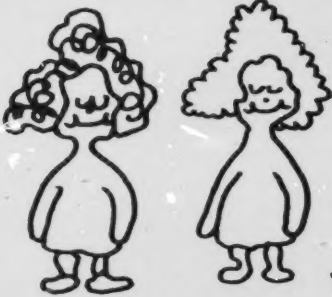
NAME _____

CARD NUMBER _____

ANSWER:

NAME AND YEAR OF ALMANAC _____

Are You Seeing
Double??



NAME: _____

NAME: _____



DATE: _____

DATE: _____



Happiness
is having a
TWIN!

1. Name the two types of twins. _____

2. What are the differences? _____

3. How does a doctor know a woman is going to have twins? _____

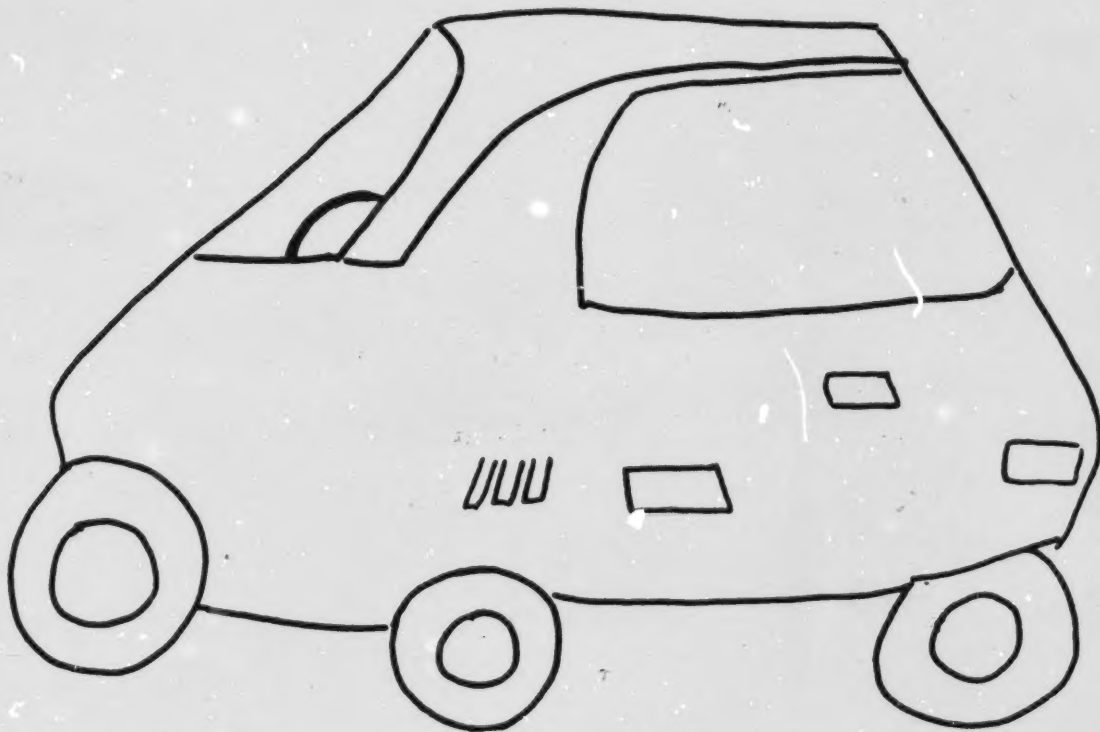
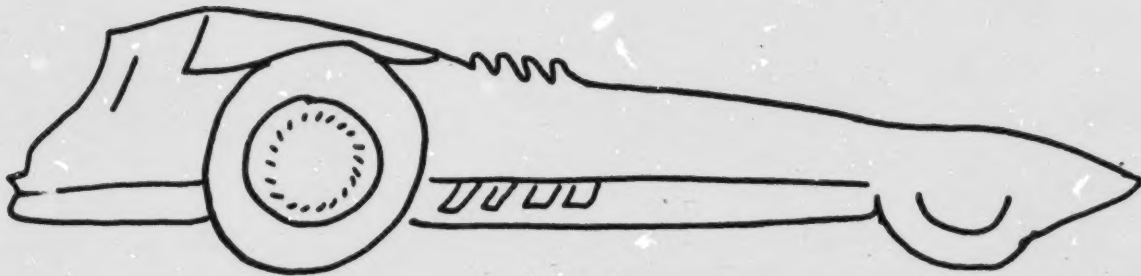
4. What are Siamese twins? _____

5. Tell about some famous Siamese twins. _____

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are some small dark specks and faint smudges scattered across the surface, likely due to the scanning process or the age of the paper. A small, light-colored mark resembling a stylized 'd' or a loop is visible near the bottom center of the page.

.....

NAME _____



CARS OF THE FUTURE
OR OLD MODELS?

1. Draw a diagram and explain how the starter motor, the ignition key, the battery, and the alternator work together to make a car's engine begin turning.

2. What is the difference between stock car racing and Grand Prix racing? Be sure to give the two most important differences. _____

3. Find the book called The Xcars; Detroit's one of a Kind Autos. Use it to answer this question. What were the three things wrong with the Electovair, a car that ran on electricity and was developed a few years ago?

4. What does the carburetor in a car do? _____

5. What are the two major improvements that automobile designers will be working toward in the future? _____

6. Pick out two sports cars that you especially like (examples: Triumph, Jaguar, MG, and so on). Describe the two that you chose in three or four sentences. You may tell how fast it will go, what unusual features it has, and/or when it was first built.

7. How do a cylinder and the piston in the cylinder work to help make a car run?

8. How many of the nation's car owning families own more than one car?
What part of the total is this?

9. Choose the experimental car that you liked best in the book called The X cars. Draw a picture of it and explain how it was different from other cars.

10. How does the cooling system in a car work? _____

11. Describe a way in which you think that problems brought on by our decreasing gasoline supply might be solved. _____

Name _____

"I have a dream."

Martin
Luther
King

1. Where was Martin Luther King born? _____
When? _____

2. How did his father influence his life? _____

3. Name four "laws" for black people Martin Luther King could not understand.

4. Where did he go to college? _____
What did he study to be? _____

5. What is a boycott? _____

6. Tell about the bus boycott. Read pp. 144-163 Martin Luther King: Boy with a Dream by Dharathula Millander or Chapter 7 Martin Luther King: Fighter for Freedom by Edward Preston .

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or printed text on the paper. A small dark speck is visible near the top left corner, and some faint smudges are present near the bottom center.

7. What is the S.C.L.C.? _____

8. What was the freedom fighters' song? _____

9. To where did the freedom fighters march? _____

10. What prize did Martin Luther King win? _____

Why? _____

11. How did Martin Luther King die? _____

12. What was his dream? _____

13. You have just answered many questions about the life of Dr. King. *In your opinion what are some of the character traits that he had that made him the great leader he was? _____



Daniel Boone was a man He was a big man With an eye like an eagle
and as tall as a mountain was he! ♪ ♪

From the coonskin cap on the top of ole Dan . . .

To the heel of his rawhide shoe . . .

He was the "rippenist" "roarenist" "fightenist" man . . .

The frontier ever knew . . .

1. Find as much evidence as you can to show that from the time Daniel Boone was a young boy he was drawn to the things of the forest. _____

2. How do you think Daniel Boone felt when his friend John Finley said to him, "I've been deep in the wilderness called Kentucky. It is a wonderful place. The forests go on and on. It is a great land for hunters!"?

3. Daniel Boone and some of his friends were responsible for building the famous Wilderness Road. Could you write something about it? _____

6. Read the chapter "Long Afternoon" in the book entitled Daniel Boone, by James Daughtery. This is an account of Daniel's later years. After reading that chapter, answer the following questions:

a. Write in your own words how Daniel was described by Mr. Peck, a traveling preacher. _____

b. Why did Daniel lose his land in Missouri? _____

c. What did Daniel Boone and James Audubon have in common? _____

7. Define the word "pioneer". After you have done this, tell why Daniel Boone was, and still is considered, one of America's great pioneers.

REINFORCING EVENTS AREAS

Project Basic Reading

Acknowledgment

The material in this publication was contributed by Cedar Rapids teachers. It was organized, edited, and prepared for production by the committee listed below.

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INTRODUCTION

Project BASIC Reading Staff in-serviced teachers on the effective use of contingency contracting in the classroom. As a result of this in-service Reinforcing Events (RE) Areas were set up in individual classrooms for teachers in grades one through four. Each RE Area includes a reading corner and activity centers (games and crafts). Children earn time to spend in these areas by successfully completing learning tasks. Activities in these areas can also be used as rewards in a carefully planned behavior modification program.

Included in this booklet are pictures of various RE Areas and teacher descriptions of how these areas have been incorporated in individual classrooms.

Paper circles and half circles which can be transformed into points are being awarded to 3rd grade students. Points are awarded for completion of reading and math assignments and sometimes for good behavior.

On Friday two activities are planned for a 45--minute period. For ten points, the child may join in "Read and Feed." A portion of the room is divided off and children turning in one ten-point strip may spend the time reading books and eating snacks, such as popcorn or pretzels. Children spending 20 points engage in a special activity such as a Walt Disney film, a kickball game or a craft.

Each child is asked on Friday morning how he chooses to spend his points. He may also choose to save. Those children saving points stay at their desks, finishing tasks, working on projects or reading.

Suggested 20 point activities are: a trip to Dairy Queen, salt dough constructions, toothpick art, films, outdoor games, finger painting, Christmas crafts, baking or cooking, wood scrap constructions, a Hawaiian party, watching television, a nature hike, kite flying, trips to neighborhood businesses, guest speakers, (perhaps a grandmother could come in and teach knitting).

If a child feels he deserves a point for doing something outside the call of duty, he may turn in an application for credit. The teacher will consider the application and attach a sticker.

APPLICATION FOR CREDIT	
WHAT I DID	_____
HOW LONG DID IT TAKE	_____
NAME	_____

"Write and Read Valley, USA" is a small town consisting of a bank, hotel, barbershop, stage depot and corral. It's a very unique town because the inhabitants of this little village are all second graders.

Every Friday students can visit the bank and deposit or withdraw points that they have earned by completing work.

Once the students withdraw points, they can visit the various stores and shops. At each shop the students have to spend a certain amount of points to do a particular activity. If students are interested in planning and producing a puppet show, they can spend seven points to work at the theatre. Some pupils like to hear favorite stories at the earphone listening post, take turns reading to one another or attempt to get Cher, the parakeet to talk. At the depot, science experiments which are changed three times a week and various types of art projects are available for youngsters to do.

However, the best bargain in town is found at the reading corral. Students can read books about the West, telling of people and customs of old! Popular books have been those telling about Davy Crockett, Daniel Boone, and Johnny Appleseed. A visit to the reading corral is always free. Mrs. Williams said "I want the reading to be free and highly desirable."

The unit will climax in the spring with a day-long field trip to Mrs. Williams' with a chuckwagon lunch, hiking planting apple seeds and pony ride (with parental permission).

Dorothy and Toto stand at the beginning of the yellow brick road made from brown wrapping paper. The road extends the length of one long bulletin board, above the chalkboard at the back of the room and terminates at a smaller bulletin board.

Where the road terminates is the opening of Oz's castle made from two large pieces of heavy pasteboard, notched to fit together. On the outside the pasteboard is painted as a castle, and on the inside it is finger painted by the children. The inside serves as a showcase for their art work as well as the reading and game playing area. At intervals along the road are the Scarecrow, the Tin Woodman and the Cowardly Lion.

The children receive small yellow squares (bricks) every Monday morning for work done the previous week. Throughout the week children may also receive bricks as behavior modifiers. These bricks are pasted on ten inch strips of poster paper. For each ten bricks the child may have twenty minutes of an activity or go to the IMC. They may use the strips any time their work is done which usually is in the afternoon. For left-over minutes they write name and minutes on a section of the chalkboard. We use timers. The strips are pasted by each child vertically on the brown wrapping paper.

As we reach each figure on the road, the class chooses an activity we can all do. One activity was watching a taped T.V. show and eating popcorn. What I like very much about this method is that not only do they work as individuals to make and spend points but that the class as a whole takes pride in working together to reach each figure or goal. When we get to the castle with our road, we hope to have a large end of the year activity.

On two floor-length bulletin boards is the outline of Dorothy's house. Stapled to these bulletin boards is a folder with each child's name. Inside the folder are extra tasks the individual child needs to work on. They may do these tasks, as well as prepared task cards for extra credit. Many choose to do these instead of spending points. Each task card has a coded colored disc on it. After I have corrected the task card the child is given a similar coded disc for pasting on his folder so he can keep track of which task cards he has completed.

Fortunately in our building one of the teachers has a set of the Wizard of Oz books from which I read a chapter a day.

Yes, it does seem like a lot of work and it was in the beginning, but once you get into the routine of it and see how much the class enjoys our special room, it's worth it! The children seem to benefit so much by the freedom in choosing extra work to do and the freedom to choose their own activity to pursue.

"The children look forward to being in the log cabin (RE center) and doing an activity of their choice. We feel that it has favorably motivated the children toward better habits."

Mrs. Daft, Kenwood School, has discovered that her second grade students enjoy spending points earned for "being a good worker, better listener, and showing improvement in school work" at the log cabin in the back of the room.

The RE center in Mrs. Daft's room is open on Tuesday, Wednesday, and Thursday for fifteen minutes, and on Friday for 25 minutes. Students can choose to spend time in the area or continue working on tasks if they desire to save points or to accumulate additional points before spending them on a special activity which requires a high number of points.

Students can choose from a variety of activities while in the log cabin. Some spend points at the typewriter, others work on games and puzzles, and still others spend their time reading for enrichment. The Friday Special Menu includes a "read and feed" activity. Students munch on peanuts, popcorn, or pretzels while reading "just for fun." Other Friday Specials include puppets and a puppet theater, craft activities, and films. The activities on the "daily" and "Friday Special" Menus will change depending on the interest of students and suggestions from students will be considered.

Fourth graders in our school have the "World of Charlie Brown" as the theme of their RE Center.

Cardboard structures reveal that Snoopy is present and that he does cast a watchful eye over the four areas, reading, games, puppets, crafts, where students can spend their free time.

Students earn points for completing both assigned work and for extra projects and activities. Some points are being awarded for behavior modification. Points are kept in bank books, and students take turns being "banker" when points are withdrawn on Tuesday and Friday afternoons.



Other themes for RE Areas are illustrated
in the following pictures.

CIRCUS
SESAME STREET

